

JAN 27 1942

**Review of  
Educational Research**

**VOL. XI, NO. 4, PART I**

**OCTOBER 1941**

**FINE AND APPLIED ARTS, COMMERCIAL EDUCATION,  
AND HOME AND FAMILY LIVING**

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION**

**A Department of the**

**NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES**

**1201 Massachusetts St., N. W., Washington, D. C.**

## AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

THIS ASSOCIATION is composed of persons engaged in technical research in education, including directors of research in school systems, instructors in educational institutions, and research workers connected with private educational agencies.

**Officers, February 1941-February 1942**

**President:** T. R. McCONNELL, University of Minnesota, Minneapolis, Minnesota

**Vicepresident:** ARTHUR L. GATES, Teachers College, Columbia University, New York, N. Y.

**Secretary-Treasurer:** HELEN M. WALKER, Teachers College, Columbia University, New York, N. Y.

### Executive Committee

Consists of five members: president, vicepresident, secretary-treasurer, the chairman of the Editorial Board, and the immediate past president: CARTER V. GOOD, University of Cincinnati.

### Editorial Board

DOUGLAS E. SCATES, *Chairman*, Duke University, Durham, N. C.

BESS GOODYKOONTZ, U. S. Office of Education, Washington, D. C.

FRANK N. FREEMAN, University of California, Berkeley, Calif.

T. R. McCONNELL, University of Minnesota, Minneapolis, Minn. (President), *ex officio*

HELEN M. WALKER, Teachers College, Columbia University, New York, N. Y. (Secretary-treasurer), *ex officio*

*Applications* for membership should be sent to the secretary-treasurer. Upon approval by the Executive Committee persons applying will be invited to become members.

*Subscriptions* to the REVIEW should be sent to the secretary-treasurer (note address above).

*Orders* for one or more publications, accompanied by funds in payment, should be sent to the American Educational Research Association, 1201 Sixteenth St., N. W., Washington, D. C. For a list of titles see the back inside cover page.

---

Active members of the Association pay dues of \$5 per year. Of this amount \$4 is for subscription to the REVIEW. The REVIEW is published in February, April, June, October, and December.

---

Entered as second-class matter April 10, 1931, at the post office at Washington, D. C., under the Act of August 24, 1912.

## Fine and Applied Arts, Commercial Education, and Home and Family Living

Reviews the literature for the period ending March 1941. For reviews of earlier literature, see previous issues on the curriculum, methods of teaching, and measurement.

---

*Review of Educational Research, Official Publication of the American Educational Research Association. Contents are listed in the Education Index.*

---

### TABLE OF CONTENTS

Chapter	Page
Introduction .....	365
I. Commercial Education .....	367
JACOB S. ORLEANS, <i>College of the City of New York, New York, New York</i>	
II. Art .....	376
RAY FAULKNER and EUGENE MYERS, <i>Teachers College, Columbia University, New York, New York</i>	
III. Home and Family Life Education .....	387
CLARA M. BROWN, <i>University of Minnesota, Minneapolis, Minnesota</i>	
IV. Industrial Education .....	398
VERNE C. FRYKLUND, <i>University of Minnesota, Minneapolis, Minnesota</i>	
V. Music .....	408
G. D. WIEBE, <i>Bureau of Educational Research, Ohio State University, Columbus, Ohio</i>	
Index .....	416

This issue of the REVIEW was prepared by  
the Committee on Fine and Applied Arts

MANLEY E. IRWIN, *Chairman*, Detroit Board of Education, Detroit, Michigan

CLARA M. BROWN, University of Minnesota, Minneapolis, Minnesota

RAY FAULKNER, Teachers College, Columbia University, New York, New York

VERNE C. FRYKLUND, University of Minnesota, Minneapolis, Minnesota

JACOB S. ORLEANS, College of the City of New York, New York, New York

with the cooperation of

WALTER CASSIDY  
EUGENE MYERS

BAIRD PARKS  
W. IRVIN PEARMAN  
ARTHUR H. SUTHERLAND

HERBERT A. TONNE  
GUS D. WIEBE

Copyright, 1941

By National Education Association of the United States  
Washington, D. C.

All Rights Reserved



## INTRODUCTION

THIS ISSUE of the REVIEW OF EDUCATIONAL RESEARCH is the first to deal exclusively with fine and applied arts and commercial education. Previously these subjects were treated in the issues entitled "Special Methods and Psychology of the Elementary-School Subjects" and "Psychology and Methods in the High School and College." However, it was possible for the writers on each chapter to follow rather closely the precedent established for reviewing those studies that have appeared in published form during a three-year period. Thus this issue of the REVIEW covers in general the three years preceding March 1941.

As was contemplated by the Committee when it undertook the task of preparing the manuscript, the fields covered are not clearly defined. The chapter on music includes studies in physics and radio. The chapter on home economics includes home and family living as well as those aspects commonly classified as home economics. The chapter on industrial arts includes what is sometimes called vocational education, industrial education, and national defense. The chapter on commercial education includes business training, clerical work, and office practice. Some of these subject-matter fields show a need for more clearly defined terminology. Yet in spite of this limitation, considerable research has been done which should help to clarify the problems in these fields and to set more concrete objectives for the administrators, the curriculum workers, and the teachers in the classroom.

MANLEY E. IRWIN, *Chairman*  
*Committee on Fine and Applied Arts*



## CHAPTER I<sup>1</sup>

### Commercial Education<sup>2</sup>

JACOB S. ORLEANS

THE FIELD OF COMMERCIAL EDUCATION covers the subjectmatter of book-keeping or accounting, business arithmetic, commercial law, introduction to business, office machines, shorthand, typewriting, transcription, secretarial practice, business English, salesmanship, retailing, the materials of merchandise (textiles and nontextiles), advertising, marketing, and consumer education. In the summary presented here, not only studies in the subjects listed above are included, but also studies that might be regarded as falling under the headings of guidance, curriculum development, professional training, and the like. They are included here because they deal with the professional training of teachers of commercial subjects, with the content of commercial subjects, and with guidance problems of students who have taken commercial work and seek commercial positions.

Through the use of a questionnaire sent to 158 secretaries, Fowler (14) ascertained the amount of bookkeeping training they had had and their need for such training in their jobs. He concluded that every student majoring in secretarial work should have an appreciable amount of work in accounting with actual practice in keeping sets of books. Miller (32) found that in one small community percents of pupils preparing for different types of commercial positions were not in accord with the needs for workers in such positions. Although this study deals with one small community, the findings would in a broad sense probably be true for the country as a whole. Toll (50) determined, through questionnaire and interview procedures, the occupational distribution of various types of commercial positions in Quincy, Illinois; the duties of each position; the training required for each position in terms of special knowledge and skills, the personality traits desirable, and the mastery of subjects other than commercial; and employee deficiencies. He also studied the extent to which each type of skill—shorthand, typing, commercial arithmetic, bookkeeping, and so forth—is used in these positions. Another approach to the curriculum problem in commercial subjects is through the medium of consumer needs. Hardaway (20) determined the extent to which commercial courses contribute significantly to the type of knowledge needed by consumers. She administered a two-hundred item test to over six hundred seniors in the El Paso, Texas, schools. Her general conclusion is that the pupils who have had an appreciable amount of work in bookkeeping, commercial law, and economics are better able to deal with consumer problems than those who have had less or none of these subjects.

<sup>1</sup> This chapter was prepared with the cooperation of Walter Cassidy of Fordham University; Baird Parks of the College of the City of New York; W. Irvin Pearman of the College of the City of New York; Arthur H. Sutherland of the College of the City of New York; and Herbert A. Tonne of New York University.

<sup>2</sup> Bibliography for this chapter begins on page 373.

Coover (11) reported results on a questionnaire comprising business and economic generalizations rated by thirty persons. Mulvihill (36) studied the overlapping between high-school and college commercial courses. Robertson (43) measured the presence of business and economic concepts among ninth-grade pupils. Her conclusions are in terms of differences between age and sex groups and parental occupation. Her data provide the possibility for analysis in terms of content. Graham (17) conducted a nationwide survey to determine the extent of cooperative retail training programs for high-school graduates and the nature of the programs, and concluded that the trend in the development of such programs under the provisions of the George-Deen Act is a significant one. An integration of results of such studies would be desirable as a basis for determining the content of commercial courses to replace the original authoritarian determination of textbook writers.

### Guidance of Commercial Students

The primary emphasis on guidance in the field of business education continues to be on the problem of technics for discovering the best methods of job placement and follow-up, and for determining the adequacy of the training given as a basis for curriculum and guidance evaluation. The study by Levy, Nunes, and Berlin (28) concluded that high-school graduates who have taken high speed and secretarial courses while in secondary school are securing remarkably satisfactory job placements. These jobs are obtained by many different procedures and represent an argument for expanding rather than limiting shorthand training in the secondary school. Schloerb (46) found, on the basis of interviews with employers and on the records of various placement services, that there are more young persons seeking white-collar jobs than there are jobs available; and that employers wish schools to emphasize the development of character traits rather than the mastery of skills, but that they believe the fundamental skills need to be better taught in schools. Wein (54) came to these same conclusions and stressed the need for a greater insistence upon job standards in the school. Pavan (40) evaluated the study of the occupational commercial aspects of the WPA activities of Philadelphia high-school graduates. This comprehensive survey indicated that over 90 percent of the commercial graduates actually secured positions as office workers—agreeing with the point of view expressed by Levy, Nunes, and Berlin (28) in their study, which showed that job success of business education in the high schools is substantial and that 80 percent of these graduates of business curriculums had used some part of their vocational training since graduation. The age most commonly accepted by businessmen as desirable for entrance into business is eighteen.

Trytten (51), in his survey of hiring methods sponsored by the Personnel Group of the National Retail Dry Goods Association, indicated that more than half of the employees hired by department stores have some grievance

against the company by the time they are hired. The study indicates technics for overcoming or at least reducing the extent of these grievances. Brummett (7) noted, as a result of her follow-up, that the graduates of a particular high school found the following subjects most helpful in order of value: typing, shorthand, commercial arithmetic, bookkeeping, business teacher training, commercial law, and commercial geography. The graduates suggested that training be given in office machines, business English, and salesmanship, among others. Westman (55) based his study on the follow-up of graduates of the Duluth Central High School in order to study occupational classification and the relation of scholastic ability to occupational status. A far larger percent of the commercial graduates, as opposed to the noncommercial graduates, felt that their schoolwork trained them for their current positions. A large percent of the students expressed dissatisfaction either with the academic training they had had or with commercial training that was inadequate or that prepared for overcrowded fields. There is opportunity for a compilation of the numerous follow-up studies undertaken in business subjects, and a nationwide and thoroughly authenticated body of information would be of great use in bettering the achievement of the guidance functions of the school.

### **Surveys of Business Education**

Fundamentally significant in this area of research in business education is a state by state compilation of the certification requirements for business teachers in the United States by Brewington and Berg (6). This compilation gives specific requirements for teaching various business subjects, general background and general business education requirements, practice teaching, business experience, and various other stipulations set up by the several states. Judgments are rendered upon carefully established criteria about the present certification requirements. Brewington (5) also set up a detailed statement of certification requirements of business teachers in Illinois. Turrille (52) and Thompson (49) studied the status of commercial teacher training in Nebraska and in Illinois, respectively. Tarkington (48) surveyed employment conditions for commercial teachers in the United States. According to the state superintendents and commissioners in twenty states, the supply is less than the demand; in nineteen states the supply approximately equals the demand; and in nine states the supply is probably greater than the demand.

### **Shorthand, Typewriting, Transcription, and Office Practice**

Surveys of the transcription errors of high-school secretarial pupils show that a lack of knowledge of the rules of grammar, punctuation, and capitalization, plus an undetermined amount of carelessness, is responsible for many of these errors. Williams (56) analyzed the errors in 15,000 transcription papers of 256 students. Errors in punctuation alone accounted

for 78 percent of the aggregate number of errors. Olenbush (38) made a similar survey in which mailable and fairly complete letters transcribed from shorthand were rated as to errors in form and arrangement, usage of grammar, spelling, punctuation, and the like, and concluded that there should be more collaboration between English and business subjects, and that pupils be chosen for transcription courses on the basis of clerical ability tests.

The relative abilities of bright and slow pupils in learning typewriting were investigated by Platt (41) who, in a study of 107 unselected pupils, reported that pupils with high IQ's make excellent or good typists. No pupils with low IQ's make good typists; no pupils with high IQ's make poor typists. The average pupil may be a good or a poor typist. Mitchell (35) made a similar analysis of the abilities of pupils of low IQ (73 to 106) to learn shorthand. She studied the work of those pupils who strongly wished, despite all discouragement, to take up secretarial work. Her observation of special classes of such pupils led to the recommendation that every large shorthand department institute at least one slow-moving class which would spread one year of work over three terms, and that only the more mature pupils be allowed to enrol.

Lawrence's survey (27) of the secretarial courses offered in the forty-eight member institutions of the American Association of Collegiate Schools of Business provided detailed information about the nature and amounts of the offerings and credit practices. He urged research to determine course boundaries, standards of achievement, evaluation, and the like. Malueg and Snyder (29) in their study of drop outs from college courses in shorthand found that of an original college group of 370 beginning students in shorthand, only four of those rating below the 25th percentile in the Thurstone Psychological Examination succeeded in completing the third semester of shorthand. They recommended that students who are inferior in psychological test scores, the Iowa Silent Reading Test, and high-school marks be discouraged from entering shorthand courses. Eyster (12) reported the results of predictive procedure in which mental rating, average English marks, average of all other marks, score on Hoke Prognostic Test of stenographic ability, and a subjective personal trait rating were used to prognosticate success in shorthand.

Merrick (30) in a study of 4,650 pupils in typewriting classes reported that mental age is not a significant factor in typing success as measured in terms of gross and net words per minute for pupils of this level. She defended a seventh-grade typing course not only on the basis of typing skill required but also on the basis of the English that the pupils learned. She concluded (31) that the learning of typewriting should include practice in composing as well as in copying. On the basis of the work of twenty-nine seventh- and eighth-grade pupils she found that quality of composing usually surpasses quality of copying at the same or higher rates. A study by Watson (53) indicated another type of relation between English and secretarial work. Watson found that practice in composing on the type-



writer resulted not only in an increase of ability to compose on the typewriter but also that pupils were able to compose faster in longhand after the typewriting practice. The increase in amount of material written by an experimental group of high-school boys and girls ranged from 43 percent to 298 percent over their initial rates. No relationship was observed between the rate of typing and the quality of expression, nor was any relationship found between the mental age or IQ and the quality of expression.

The variety of equipment used in high-school office practice courses and college secretarial training was reported by Sutton (47) and by Freeman and Melofsky (15). Ogle (37) reported a lack of uniformity in college courses of study and standards required for work. In 93 percent of the fifty-four colleges that she surveyed, credit for secretarial work was given toward a college degree in the case of all machines other than the typewriter. Although training in transcription was given, there seemed to be more emphasis upon the training of supervisors than on the actual operation of the machines. Only 25 percent of the colleges reported training in office machines other than the typewriter. Freeman and Melofsky reported a similar lack of uniformity in a follow-up study of high schools in Westchester County. Only 75 percent of the forty-three high schools having commercial departments offered courses in office practice. The aims of the courses were to acquaint pupils with various types of office machines, to study clerical and office routines, and to develop marketable skills. The topics taught ranged from typing, filing orders, pricing, billing, telephone work, receiving and shipping orders, mailing, cash register, accounting, and so on, to business ethics.

Ogle (37) and Robinson (44) showed attempts to make conditions of secretarial courses approximate those found in offices or those that employers wish to prevail in offices. Ogle set up a classroom situation in which each student's activities approximated those of a secretary. As a result of the experiment, Ogle stated that the planning of class work on this basis improved the initial efficiency of a secretary. Robinson (44) approached the same problem through a questionnaire study to determine dictation methods in business offices. Business executives and experienced stenographers urged the schools to give more training in the fundamentals of business, to teach fewer courses more thoroughly, to give more training in meeting the public, to provide actual training in using the telephone, and to provide other items dealing with the development of personality.

### **Commercial Arithmetic**

A summary of research in commercial arithmetic presents the obvious difficulty of distinguishing between just arithmetic and commercial, or business, arithmetic. Studies dealing with arithmetic knowledge at the high-school and college level as well as studies dealing more directly with the solution of business problems by means of arithmetic were deemed



pertinent to this field. Cassidy (10) justified the inclusion of over one hundred items in the commercial mathematics course on the basis of extensive analyses of commercial mathematics textbooks, accounting and bookkeeping textbooks, theses, civil service examinations, sales promotion literature of business machine companies, national trade journals, and data provided by certified public accountants. Roach (42) determined, after interviews with druggists, doctors, lawyers, farmers, and other professional and tradespeople, the kind of arithmetic that can make the course concrete and that includes problems that will furnish a basis for practical living. Given (16) claimed that a maintenance program should be developed in the secondary schools which would give greater opportunity for the functional use of arithmetic, and that arithmetic fundamentals become more meaningful to the student when he must master them in order to solve an immediate problem. Kinney (25) discussed suggested objectives for business arithmetic based upon a survey of large and small business establishments as to arithmetical calculations performed.

Bramhall (3) found that a good method of teaching problem solving is to give pupils many opportunities to solve problems their own way and at their own speed. Braverman (4) noted that ninth-year algebra improved the arithmetic abilities of students. Casner and Nyberg (9) pointed out that high-school seniors with seven to eight terms of mathematics averaged 4.44 problems out of 8 correct, while those with none or one term averaged only 1.29 correct. Their results were based on a test of eight problems given to 212 high-school students. The authors regarded all the results as poor and recommended that all other departments of the high school cooperate with the mathematics department in providing training in dealing with practical arithmetic problems. Mitchell and Nemzek (35) administered an arithmetic test to over five hundred high-school seniors including students who had a year of algebra and a year of commercial arithmetic and a group who had had several academic courses in mathematics beyond algebra. The latter group did better on the arithmetic test, leading the authors to the conclusion that students who have had high-school commercial arithmetic do no better on an objective arithmetic test than do matched students who have not had arithmetic in the high school as a separate course.

Orleans and Saxe (39) assumed that certain types of problems should be part of the commercial arithmetic taught in the secondary school and analyzed the learning of such problems for a group of students in a professional business college. They found that although the group of students was highly selected the knowledge of business arithmetic was comparatively meager. A detailed analysis of types of errors showed that few were computational. The major difficulties were found to be those related to the problem-solving procedure. The authors concluded that the problem-solving difficulties result from rote learning and a consequent lack of development of a reasoning process.

### Distributive Trades

Holman (22) reported on a part-time cooperative program in Mason City, Iowa, in which students who worked part time in distributive occupations were trained in the field of distribution and their success in their jobs evaluated in comparison with graduates not so trained. She concluded that such a cooperative training program fills a need in the community and increases the possibilities of job getting as well as salaries. Wissig (57) reported an analysis that attempts to answer such questions as the following: To what extent are employees trained by individual business concerns? What is the nature of the training programs used by specific concerns? The analysis provided information concerning the nature of the training staff, the details of the programs, methods and materials, and supplementary activities.

### Consumer Education

Kent (24) analyzed and appraised consumer education programs of sixty high schools located in various parts of the country. Consumer education criteria were set up and used as the basis for the appraisal of the sixty programs. The appraisal indicated that "if the student gets information which results in modifying and strengthening his concepts concerning needs, desires, tastes, and attitudes, it is only indirectly through the study of other allied subjects."

Despite the rapid and extensive development of consumer education, there is little published research in this field. There has been almost no research evaluating the content, outcomes, and methods in any of the commercial subjects as a basis for developing sound and effective methodology. Considering the extent of commercial education in the United States today, its rapid development, and the continued increase that is obviously to be expected, it would not be out of place to point out first the desirability of publishing completed research in this field; second, the limited amount of the research so far done (judging by what has been published); the need for integrating significant completed research; and the need for a great deal of significant research in the many phases of commercial education.

### Bibliography

1. BLACKSTONE, E. G. "Summary of Research in Bookkeeping." *National Business Education Quarterly* 8: 15-16, 29-31; May 1940.
2. BLACKSTONE, E. G. "Summary of Research in Typewriting." *National Business Education Quarterly* 8: 15-16, 42-45; March 1940.
3. BRAMHALL, EDWIN W. "Experimental Study of Two Types of Arithmetic Problems." *Journal of Experimental Education* 8: 36-38; September 1939.
4. BRAVERMAN, BENJAMIN. "Does a Year's Exposure to Algebra Improve a Pupil's Ability in Arithmetic?" *Mathematics Teacher* 32: 301-12; November 1939.
5. BREWINGTON, ANN. "Certification of Business Teachers in Illinois." *Journal of Business Education* 15: 23; May 1940.

6. BREWINGTON, ANN, and BERG, EVELYN. *State Certification of Teachers of Business Education*. National Association of Business Teacher-Training Institutions, Bulletin No. 16. Akron, Ohio: University of Akron (Sec.: H. M. Douth), May 1939. 31 p.
7. BRUMMETT, WAHNETAH. "The Economic Adjustment of Graduates of a Business Department." *News Bulletin* 3: 14-15; April 18, 1939. Chicago: School of Business, University of Chicago.
8. BRUMUND, LINA A. "Summary on Commercial Clubs." *Balance Sheet* 22: 302; March 1941.
9. CASNER, SIDNEY, and NYBERG, JOSEPH A. "What Do High School Graduates Know about Arithmetic?" *Journal of Business Education* 15: 17-18; September 1939.
10. CASSIDY, WALTER F. "A Validation of Some Commercial Mathematics Items." *Modern Business Education* 7: 17; January 1941.
11. COOVER, THEODORE. "Some Generalizations in Secondary Business and Economic Education Classified According to Layman Utility." *News Bulletin* 3: 69-71; April 15, 1941. Chicago: School of Business, University of Chicago.
12. EYSTER, ELVIN S. "Prognosis of Scholastic Success in Shorthand." *National Business Education Quarterly* 7: 31-34; December 1938.
13. FOWLER, LYTLE C. "A Survey of Business Education in Tennessee." *Modern Business Education* 5: 15; November 1938.
14. FOWLER, LYTLE C. "Teaching Accounting to Secretarial Majors." *Balance Sheet* 22: 68; October 1940.
15. FREEMAN, M. HERBERT, and MELOFSKY, SYLVIA. "Office Practice Courses in Westchester County, New York." *Journal of Business Education* 14: 13-14; March 1939.
16. GIVEN, JOHN N. "It All Adds Up to a Matter of Importance." *Balance Sheet* 21: 340; April 1940.
17. GRAHAM, JENNIE S. "Cooperative Retail-Training Programs for High-School Graduates." *Journal of Retailing* 17: 28-30; February 1941.
18. HALLIDAY, FLORENCE F. "Arithmetic Problems—the Written Solution." *School (Elementary Edition)* 27: 118-20; October 1938.
19. HARDAWAY, MATHILDE. "A Business Backgrounds Test." *Balance Sheet* 21: 244, 292; February, March 1940.
20. HARDAWAY, MATHILDE. "Business Information of Commercial and Non-Commercial High School Seniors." *News Bulletin* 3: 12-14; April 18, 1939. Chicago: School of Business, University of Chicago.
21. HATHY, FRANCIS J. "Business Education in Pennsylvania." *Pennsylvania School Journal* 88: 297-98; May 1940.
22. HOLMAN, IRENE. "Evaluation of a Part-Time Cooperative Program in Distributive Education." *Journal of Retailing* 16: 91-94; October 1940.
23. JORDAN, W. H. "The Status of Commercial Education in the Public Senior High Schools of Milwaukee." *Balance Sheet* 20: 393; May 1939.
24. KENT, LEONARD. *An Analysis and Appraisal of Some Consumer Education Programs in Secondary Schools*. National Association of Business Teacher-Training Institutions, Bulletin No. 21. Akron, Ohio: University of Akron (Sec.: H. M. Douth), October 1940. 46 p.
25. KINNEY, LUCIEN B. "Teaching of Business Arithmetic." *Business Curriculum*. Sixth Yearbook, National Commercial Teachers Federation. Bowling Green, Ky.: the Federation (Sec.: J. M. Hill, Bowling Green Business University), 1940. p. 375-82.
26. LARRABEE, MRS. LUCY S. "A Comparative Survey of the Growth of Business Education in Tennessee, 1929-30 and 1939-40." *Modern Business Education* 7: 29; January 1941.
27. LAWRENCE, A. J. "Secretarial Courses in Colleges and Universities." *National Business Education Quarterly* 7: 11-12, 14-16; December 1938.
28. LEVY, JULIUS; NUNES, BELMIRA; and BERLIN, MARY. "Survey of Secretarial Graduates of the New York City High Schools." *High Points* 22: 59-68; November 1940.
29. MALUEG, EVELYN, and SNYDER, LOUISE M. "Shorthand Success in College." *Journal of Business Education* 15: 17-18; February 1940.
30. MERRICK, NELLIE L. "A Personal Typing Program Educationally Effective in the Seventh Grade." *Journal of Business Education* 14: 13-16; September 1938.

31. MERRICK, NELLIE L. "What Shall We Do about Written Expression?" *Journal of Business Education* 14: 17-19; March 1939.
32. MILLER, BYRON M. "Does the High School Commercial Department Meet the Needs of Your Local Community?" *Balance Sheet* 22: 340; April 1941.
33. MILLER, JAY W. "An Analysis of the Organization, Administration, and Function of Private Business Schools." *Balance Sheet* 21: 157; December 1939.
34. MITCHELL, IVAN, and NEMZEK, C. L. "Arithmetic for High School Seniors." *Journal of Business Education* 15: 19+; January 1940.
35. MITCHELL, MRS. WERA G. "Teaching Shorthand to Low IQ's." *High Points* 22: 35-41; May 1940.
36. MULVIHILL, DONALD F. "Articulation of Business Subjects in High Schools and Colleges in Illinois." *School Review* 46: 515-22; September 1938.
37. OGLE, NELLIE A. "Procedures Designed To Improve the Initial Efficiency of Secretaries." *News Bulletin* 3: 11-12; April 18, 1939. Chicago: School of Business, University of Chicago.
38. OLENBUSH, MERCY. "A Study of Transcription Errors." *Journal of Business Education* 15: 11-12+; September 1939.
39. ORLEANS, JACOB S., and SAXE, EMANUEL. *Commercial Arithmetic Knowledge of Students in a Collegiate School of Business*. City College Research Studies in Education, No. 1. New York: College of the City of New York, School of Education, 1941. 80 p.
40. PAVAN, ANN. "What Can Follow-Up Studies Contribute to Business Education?" *Journal of Business Education* 15: 10-12; December 1939.
41. PLATT, LIBBIE W. "The IQ in Relation to the Ability To Typewrite." *High Points* 20: 40-44; March 1938.
42. ROACH, J. E. "How Much Arithmetic Do We Need for Social and Business Usage?" *Texas Outlook* 24: 21; May 1940.
43. ROBERTSON, BERNADOTTE. "Business and Economic Concepts of Ninth-Grade Students." *News Bulletin* 3: 41-43, 47; May 13, 1940. Chicago: School of Business, University of Chicago.
44. ROBINSON, STANLEY C. "A Survey of the Status of Dictation Skills in a Business Community." *Balance Sheet* 22: 114; November 1940.
45. ROWE, CLYDE E. "Significant Research in Shorthand." *National Business Education Quarterly* 8: 21-22+; May 1940.
46. SCHLOERB, LESTER J. "Occupational Research—Some Basic Considerations for Secondary Education." *Balance Sheet* 22: 54; October 1940.
47. SUTTON, LYDIA. "A Survey of Collegiate Secretarial Training." *Journal of Business Education* 14: 23-24; March 1939.
48. TARKINGTON, R. N. "The Supply of and the Demand for Commercial Teachers in the High Schools of the United States." *Balance Sheet* 21: 67; October 1939.
49. THOMPSON, JAMES M. "A Four-Year Program in Commercial Teacher Training." *Journal of Business Education* 14: 9-10; December 1938.
50. TOLL, LEWIS R. "Needs of Local Employers Compared with the Quincy Commercial Education Program." *Balance Sheet* 21: 206; January 1940.
51. TRYTTEN, JOHN M. "Survey of Hiring Methods. Personnel Group—National Retail Dry Goods Association." *Business Education Digest* 4: 45; February 1940.
52. TURRILLE, S. J. "The Status of Commercial Teachers in Nebraska." *Balance Sheet* 20: 298; March 1939.
53. WATSON, DOROTHY E. "The Typewriter and Fluency of Expression." *News Bulletin* 3: 65-67; April 15, 1941. Chicago: School of Business, University of Chicago.
54. WEIN, DOROTHY. "Initial Employment of the High School Graduate of a Commercial Course." *High Points* 22: 22-27; October 1940.
55. WESTMAN, FRANK W. "A Follow-Up Study of Duluth Central High School Graduates of the Class of 1938." *News Bulletin* 3: 67-69; April 15, 1941. Chicago: School of Business, University of Chicago.
56. WILLIAMS, HOMER N. "Common Errors in Grammar Made in Transcription." *Balance Sheet* 20: 56; October 1938.
57. WISSIG, FLORENCE. "The Training Programs in Eleven Chicago Retail Outlets." *News Bulletin* 3: 44-46; May 13, 1940. Chicago: School of Business, University of Chicago.

## CHAPTER II

### Art<sup>1</sup>

RAY FAULKNER and EUGENE MYERS

**I**NCREASING EMPHASIS in the past few years has been placed on relating instruction in the arts to other subjectmatter areas and, more particularly, to life needs. That art should function in all school and life activities was made evident by the Owatonna Art Education Project (75, 77) in which the art needs and interests of the people in a typical community were studied, and a school art program was developed primarily in terms of these needs. Faulkner (18, 19, 21) reported similar findings from experimental work in organizing art instruction at the college level. He concluded that the primary need for art is as it occurs in everyday activities, such as those relating to the home, the community, commerce, and industry. Whitford (73), in discussing recommended practices in school art, observed that there is a growing desire today to provide all pupils with a common, integrated body of habits, skills, attitudes, appreciations, and functional knowledge that will enable them to adjust to the dynamism of the present culture. A concern for the development of the whole child and for the development of complete and integrated personalities, such as that outlined by the Committee on the Function of Art in General Education (65), has stemmed in part from organismic psychology. The members of this committee concluded that the most important concern of art education is the growth of personality, that art experiences are the right of every person, and that art should be an inherent element in the total drama of life.

### Integration of Art and Other Subjects

A statement (1) prepared on secondary education by general educators illustrated the growing realization that esthetic experience is vitally related to all other experiences of the learner, and should be made generally available to high-school pupils as well as to elementary-school pupils. MacDonald (49) further emphasized the arts as important factors in education at the secondary level. Whiting's survey (74) on the integration of art with various high-school subjects led to the conclusion that art should be considered as one phase of the education of all high-school teachers. D'Amico (12), writing about high-school art instruction, indicated the desirability of meeting two requirements: the specific needs of each individual and the integration of art with the general education of the student. The method should be flexible to encourage solutions to art problems in a variety of ways and mediums; individual to encourage individual choices, habits, and abilities; and coordinating to motivate and

<sup>1</sup> Bibliography for this chapter begins on page 363.



clarify meanings beyond the initial art experience to relate art interests with other areas. Schultz (69) discussed in detail the program undertaken at the Francis W. Parker School to bring about a more thorough understanding of the artist and his relation to society. Student committees selected exhibitions of original works by Chicago artists. Schultz pointed out that the experiment helped clarify the problems of the artist as a member of the social group, and that it led to a new and vitalized interest in the arts. Quin (66) discussed a progressive, flexible, integrated program of art at the secondary level.

### Factors in Teaching Art

At the college level, Cowling (11) reported an experiment with an introductory art course. A semiprofessional approach to art, and an approach based on the individual conference method, were completely or partly discarded for a method based on individual conference plus a running core on the study of art structure. Another experiment (2) probed for ways to improve college student receptivity in dealing with art appreciation and ultimately led to a laboratory approach. Faulkner (19), in discussing course methods, has found that the value of any method of art instruction depends less on the method itself than on the details of how that method is used. Regarding the service function of the art teacher, members of the Committee on Art Education for the National Commission on Cooperative Curriculum Planning (61) concluded that it is not a matter of "service" which is given by a department, but something so important that without it the form would be incomplete. Their consensus was that the art staff should be composed of qualified teachers in art who have sufficient background in general education so that they can understand and interpret the work done by other departments. Preston (64) surveyed the time allotments for art in the public schools in fifty-two midwest cities. In the first three grades she found a range of from 25 to 200 minutes per week with a median of 100. In Grades IV, V, and VI, she found a range of from 25 to 175 minutes per week with a median of 90.

*Radio and museums*—Several experiments have been tried in art education by radio, and more emphasis is being placed on utilization of the art museum. Howell (34), in evaluating the Cleveland public-school experiment in art appreciation by radio, reported the following outcomes: increased enthusiasm for works of art and nature; increased interest in visiting the art museums; enrichment of vocabulary; recognition of art as a factor in life; improvement in taste; and stimulation of creative effort. Along with the radio programs other sensory impressions were afforded the children through the use of colored slides, color prints, and various supplementary materials. The success of the venture was largely attributed to the excellent follow-up means that were employed. Another study (68), based on the results of a questionnaire survey of the audience of a broad-

cast course in art appreciation, indicated that any appreciation of art that was developed was superficial. Although listeners reported that they enjoyed the programs and intended to do something as a result of the instruction in art they had received, they actually did very little. In a discussion of the role that the museums can play in education, Davis (13) reported that art museums have been experimenting and searching for a closer relation with the school and community. His report contained descriptions of a number of specific educational programs being conducted by museums today. Foley and Anastasi (25) reported on a gallery developed under WPA auspices, the purpose of which was to stimulate the creative and appreciative sides of children's artistic natures by providing exhibits of work done in art projects, and by maintaining classes for children. Levy (44) prepared a guide covering opportunities for art training in high schools, colleges, universities, art schools, and WPA art classes in New York City.

### The Training of Teachers of Art

Ziegfeld (75) pointed out that present trends appear to be leading away from the platoon system and departmentalized instruction at the elementary level, with the result that more classroom teachers will have to assume the responsibilities for teaching art. The report offered a number of specific recommendations for teacher-training institutions. Hager and Ziegfeld (29) revealed a lack of agreement among teacher-training groups as to what should be included in the education of an art teacher. They pointed out that the great variation in the amount of work required indicated that very differently equipped teachers are being produced to fill the same kinds of positions. The study also revealed a growing tendency to broaden the preparation of art teachers to include considerable work in English, social science, and natural science, as well as in art. Horn (32) pointed out that teachers colleges tend to give too few hours to art courses in proportion to the requirements in art education, and that art schools tend to give too many such hours. He concluded that one-third of the students' time devoted to studio courses appeared reasonable.

### Children's Preferences

Four studies of preferences by Lark-Horovitz have considerably expanded our understanding of what qualities in art interest children, and as such are of value in planning school art programs. The first (38), dealing with preferences of picture subjects in general, showed that children have definite preferences, that there is a sharp difference between very young boys and girls which diminishes as they grow older, and that children with marked art ability tend to notice design and color more than do typical children. The second study (39), dealing with portraits, revealed again that children have marked preferences for some pictures, that boys



prefer portraits of men while girls prefer those of women and children, and that the basis for the preferences is the subjectmatter interest of the person portrayed. The study (40) of textile pattern preferences showed that—with the exception of older, especially gifted children—abstract designs are of less interest than more or less realistic designs of objects close to the children's interests. A comparative study (41) of white and Negro children gave evidence that the two groups differ widely in their preferences for pictures and portraits but are quite similar in their reactions to textile patterns.

### Developing Creative Tendencies

The progress of art education depends to no small degree on the understanding of creative activity held by teachers, and in this area a number of recent studies are of interest. Levey (43) gave a systematic review of many theories of creation and stated his belief that creative activity is an individual, more or less unconscious, process of transcending recurrent mobile depressions. This conclusion was challenged by Hough (33) who placed emphasis on tradition and on the social background. Pickford (63) admitted that the importance of the Freudian process of sublimation is important but saw the artist in relation to his social culture. Munro (59), in a comprehensive discussion of creative activity and its educational fostering, pointed out the importance of both individual and group factors.

Several specific phases of creative activity have been studied. Lowenfeld (45), working with visually handicapped subjects, found that artistic expression was not necessarily visual in origin, and differentiated between the visual and haptic types. McCloy (47) investigated creative imagination and found among other results that creative ability seemed to bear little relation to chronological age beyond twelve years. McCloy and Meier (48) observed that students with art training have superior recreative imagination. McCloy (46), studying passive creative imagination, found a tendency on the part of his observers to prefer calm, peaceful pictures; to dislike oppressive, unnatural pictures. A questionnaire study by Merry (54) showed that the characteristics most often regarded as comprising art talent are love for and interest in art; ability to distinguish the good from the poor in line, value, and color; ability to portray visual images graphically; and creative ability. In a final summary of a ten-year study of a special ability, Meier (51) concluded that art ability depends on six conditions: manual skill or craftsman ability, energy output, and general esthetic intelligence which are primarily hereditary; perceptual facility, creative imagination, and esthetic judgment which are primarily dependent on environmental factors.

Mitchell (55) pointed out that the child's self-confidence and self-direction will be strengthened when he finds and solves his own problems. Boas (3) discussed ways she had found successful in fostering art activity and clarified the problem of standards for teacher and pupil. A workshop

approach to art education, based largely on design, was discussed by Pearson (62). For the elementary level, Cole (10) reported that success in releasing the creative ability within the child was achieved when the teacher established a genuine rapport with the child and that the teacher must evolve her own approach and means of presentation from her own background of teaching experiences and understanding. Meier (50) pointed out that the belief that any child will create if left alone lacks substantiation, but that children will respond to competent guidance and in individual cases will show surprising gains. An evident conclusion in several studies (10, 50) was that nothing is created except from the experiences of the person and that, since children vary in the richness, variety, and clarity of their experiences, there will be a variation in the readiness and facility with which expression becomes possible. Mundell (57) sought to discover if any change would result in the art production of intermediate-grade children if they were given a series of lectures on art principles conceived by adults. Two matched groups of fifth- and sixth-grade children were given art training, and one group was also given lectures. Results showed that neither the children's esthetic judgment nor their production was influenced by the lectures.

### **Appreciative Activities**

A number of investigations of appreciative activities have given new data on this phase of art education. A psychological description of the esthetic experience by Hevner (30) stated that it is usually affectively toned and is differentiated from other mental activities by its dignity, intensity, and unity. She emphasized that it is an active process and that training is necessary. Read (67) placed emphasis on the unity of esthetic emotion. Munro (60) wrote that what children like is of less importance than why they like it and how they came to form their judgments. He pointed out that, although there are many varieties of esthetic response, the general components appear to include visual perception, imagination and understanding, response to associative content, empathy, and knowledge of art.

Brighouse (6) found that mature esthetic apperception is dynamic in those persons trained in art and that they show far greater mental activity of a carefully directed kind and are more directly concerned with compositional factors than are subjects with little or no art training. His results indicated that artistically untrained adults show only slightly greater esthetic maturity than children, a plateau apparently being reached at ages ten to eleven. Gunthorp (28) found that esthetic maturity, as judged by adult standards, is related to high scholastic attainment, training in art, and high cultural level.

Sisson (70) found that verbal suggestion is a factor in determining art judgment. Kellett (36), investigating the essential bases of unity in graphic art, found that visual clarity of organization or unity seems

relatively unimportant in determining the hedonistic choices of artistically untrained observers, in spite of the fact that unity is placed high in most scales of esthetic values. She concluded that "objective unity is not a first determining factor in pleasure derived from works of art," and that unity seems to be a function both of the art object and the observer. Clair (9) found that training in two-dimensional design tends to block an appreciation of three-dimensional composition, but that a searching, analytical attitude does not hinder esthetic pleasure. Cahalan (7) reported that esthetic judgments within a period of a year were generally consistent for the same subjects, with art students being more consistent than nonart students and those making high scores tending to be more consistent than those making lower scores. Eysenck (17) found evidence for a general, objective factor of visual esthetic appreciation which was independent of teaching, tradition, and irrelevant associations. Dewar (14) also found evidence that a general factor is influential in determining art appreciation.

The problem of evaluating art products, closely related to appreciation, is not only central in most programs of education in the arts but is also one of great complexity. Gilbert and Kuhn (26), in the first comprehensive history of esthetics written in English, traced the development of esthetic theory from early times to the present. Boas (4), treating the problem philosophically, discussed *instrumental* and *end* values. Greene (27), working closely with artists and art critics, gave a conservative, scholarly account of matter, form, and content in art. Evans (16) attempted to account for tastes primarily in terms of introversion-extroversion, thus breaking with the typical historical method. Some of the more philosophic treatments of value were summarized by Faulkner (22). Munro (60) related the philosophical and psychological methods and findings.

That art judgment is specifically related to the field of art being judged was the report of Faulkner (19) who found low, positive correlations between scores on different tests of art judgment. A similar finding was reported by Dewar (14). As reported in these two studies, the relation between scores on single tests of art judgment and tests of intelligence also gave low positive correlations. However, Dewar reported a correlation of .48 between the average on four tests of art judgment and intelligence. From these data it appears that the existing tests of art judgment measure a type of behavior relatively independent of general intelligence, and that the various tests either do not measure the same ability or measure different aspects of it. Dewar reported evidence of a single general factor but with some indication of specific factors.

### Measurement of Art Abilities

In contrast to the earlier tests which were for the most part general in nature, many recent tests are more specific. Varnum (71, 72) developed and published a selective art aptitude test for the "specific advisement of young people interested in art and desirous to become artists and design-

ers." (72) Accompanying the test is a list of one hundred and sixty-one vocations and professions which show the expected scores on the test for persons in each occupational field. The author claimed that training does not change or influence the scores, and that preliminary usage had shown high prognostic value. If Varnum's claims are justified, a much needed instrument will have been made available to guidance counselors. Based on a thorough analysis of some ten thousand drawings of children, Lark-Horovitz, Barnhart, and Sills (42) prepared a graphic work-sample diagnosis of the drawings of children. Feeling that scales and judgments of children's work based on adult judgments and involving *a priori* standards were not valid for the diagnosing of children's work, the authors established "an empirical basis for evaluation on the extent to which certain characteristics of the drawings are typical of each age." (42) Although the instrument in its present form is not easy to use, it marks a forward step in theory and practice.

Two unpublished tests also hold considerable promise. Paul Diederich developed a test for use in high schools called *Seven Modern Paintings*. In it, the responses of the subjects are rated in relation to the responses of other high-school children. Bruno Bettelheim prepared a test in which the subject selects, on the basis of similarity, pairs from forty reproductions of paintings. Besides the esthetic sensitivity thus displayed, the test reveals much about the subject's personality and interests. This is also true of Diederich's test. Faulkner (20) devised pictorial tests to measure judgment of paintings, sculpture, architecture, and industrial products; congruity in house design and house furnishings; and verbal tests in art principles, art history, and attitudes toward art. In a statement on evaluation in a general art course, various technics useful in measuring students' progress were discussed.

### Summary

Although in the past the arts have received somewhat less attention, particularly of a scientific nature, than most curriculum areas, there is a salutary tendency to take stock of past work and to consider what should be done in the future. The Fortieth Yearbook of the National Society for the Study of Education, entitled *Arts in American Life and Education*, gave a comprehensive picture of the present status of art education, and the articles by Munro (58, 59, 60), Meier (52), and Faulkner (23) pertain specifically to research. Moore (56) gave a statement of research in art education, and Chandler and Barnhart (8) prepared an extensive bibliography.

Future progress depends to a large extent on two factors: defining problems which need investigation, and developing suitable methods. In regard to the first factor, Hilpert (31) listed a number of studies which need to be made, Doucette (15) reported an outline of research studies in art education, and Faulkner (18) proposed a research program in art

appreciation. There is need for careful study of broad objectives and policies as well as for experimental studies of types of courses needed at different levels and for different types of schools, on how such courses may be taught most effectively and how they should fit into the school program. Studies of children's preferences, individual and group differences, and the learning process in art are needed. In regard to the second factor, Koffka (37) emphasized that such problems have both objective and subjective characteristics, and Faulkner (24) stated some of the basic principles on which research in art education rests. With the increased interest in graduate work in art education such problems will undoubtedly receive attention.

### Bibliography

1. AMERICAN COUNCIL ON EDUCATION. *What the High Schools Ought To Teach*. Washington, D. C.: the Council, 1940. 30 p.
2. BAKER, GRACE M. "An Enterprise in Art Appreciation with College Students." *Education* 60: 162-65; November 1939.
3. BOAS, BELLE. "Some Procedures in Art Teaching." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 535-40.
4. BOAS, GEORGE. *A Primer for Critics*. Baltimore: Johns Hopkins Press, 1937. 153 p.
5. BRIGHOUSE, GILBERT. "A Study of Aesthetic Apperception." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 1-22.
6. BRIGHOUSE, GILBERT. "Variability in Preferences for Simple Forms." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 68-74.
7. CAHALAN, ELLEN J. "The Consistency of Aesthetic Judgment." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 75-87.
8. CHANDLER, A. R., and BARNHART, E. N. *A Bibliography of Psychological and Experimental Esthetics, 1864-1937*. Berkeley, Calif.: University of California Press, 1938. 190 p. (Mimeo.)
9. CLAIR, MARCERITE B. "Variation in the Perception of Aesthetic Qualities in Paintings." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 52-67.
10. COLE, NATALIE ROBINSON. *The Arts in the Classroom*. New York: John Day Co., 1940. 137 p.
11. COWLING, MARY ELLEN. "Teaching Art Appreciation." *Journal of Higher Education* 11: 363-66; October 1940.
12. D'AMICO, VICTOR E. "Art and Individual Development on the Secondary-School Level." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 541-44.
13. DAVIS, ROBERT TYLER. *The Art Museum and the Secondary School*. New York: General Education Board, 1939. 40 p. (Mimeo.)
14. DEWAR, HEATHER. "A Comparison of Tests of Artistic Appreciation." *British Journal of Educational Psychology* 8: 29-49; February 1938.
15. DOUCETTE, AIMÉ H. "Research in Art Education." *Eastern Arts Association Bulletin* 29: 7-12, November 1938; 18-22, April 1939.
16. EVANS, JOAN. *Taste and Temperament*. New York: Macmillan Co., 1939. 128 p.
17. EYSENCK, H. J. "The General Factor in Aesthetic Judgments." *British Journal of Psychology* 31: 94-102; July 1940.
18. FAULKNER, RAY. "Art in the General College." *Art Education Today*, 1938. New York: Teachers College, Columbia University, 1938. p. 91-101.
19. FAULKNER, RAY. "Educational Research and Effective Art Teaching." *Journal of Experimental Education* 9: 9-22; September 1940.



20. FAULKNER, RAY. "Evaluation in a General Art Course." *Journal of Educational Psychology* 31: 481-506; October 1940.
21. FAULKNER, RAY. "A Research Program in Art Appreciation." *Journal of Educational Research* 33: 36-43; September 1939.
22. FAULKNER, RAY. "Standards of Value in Art." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 401-26.
23. FAULKNER, RAY. "A Survey of Recent Research in Art and Art Education." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 369-77.
24. FAULKNER, RAY. "Toward a Philosophy of Research in Art Education." *Record of the Conventions at Saint Louis and Milwaukee, 1940*. Bulletin Vol. 6. Washington, D. C.: Department of Art Education, National Education Association, 1940. p. 23-29.
25. FOLEY, JOHN P., and ANASTASI, ANNE. "The Work of the Children's Federal Art Gallery." *School and Society* 48: 859-61; December 31, 1938.
26. GILBERT, MRS. KATHERINE (EVERETT), and KURH, HELMUT. *A History of Esthetics*. New York: Macmillan Co., 1940. p. 582.
27. GREENE, THEODORE M. *The Arts and the Art of Criticism*. Princeton, N. J.: Princeton University Press, 1940. 506 p.
28. GUNTHER, JAMES M. "Aesthetic Maturity." *Pedagogical Seminary and Journal of Genetic Psychology* 57: 207-10; September 1940.
29. HAGER, WALTER, and ZIEGFELD, EDWIN. "Course Requirements for Teachers of Art in Fifty Institutions." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 735-43.
30. HEYNER, KATE. "The Aesthetic Experience." *Psychological Review* 44: 245-63; May 1937.
31. HILPERT, ROBERT S. "Fine Arts." *Suggested Studies in Secondary Education*. Washington, D. C.: Civic Education Service (744 Jackson Place), 1939. p. 43-46.
32. HORN, ERNEST. "Courses Other than Art and Education for the Prospective Art Teacher." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 753-56.
33. HOUGH, E. L. "A Note on Aesthetic Theory." *Psychiatry* 3: 507-508; 1940.
34. HOWELL, ALFRED. "Art Education by Radio: The Cleveland Experiment." *Record of the Conventions at Saint Louis and Milwaukee, 1940*. Bulletin Vol. 6. Washington, D. C.: Department of Art Education, National Education Association, 1940. p. 79-81.
35. JESSEN, CARL A. *Needed Research in Secondary Education*. U. S. Dept. of the Interior, Office of Education, Bulletin 1937, No. 28. Washington, D. C.: Government Printing Office, 1938. 69 p.
36. KELLETT, KATHRYN R. "A Gestalt Study of the Function of Unity in Aesthetic Perception." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 23-51.
37. KOFFKA, KURT. "Problems in the Psychology of Art." *Bryn Mawr Notes Monographs* 9: 180-273; 1940. Bryn Mawr, Pa.: Bryn Mawr College.
38. LARK-HOROVITZ, BETTY. "On Art Appreciation of Children: I. Preference of Picture Subjects in General." *Journal of Educational Research* 31: 118-37; October 1937.
39. LARK-HOROVITZ, BETTY. "On Art Appreciation of Children: II. Portrait Preference Study." *Journal of Educational Research* 31: 572-98; April 1938.
40. LARK-HOROVITZ, BETTY. "On Art Appreciation of Children: III. Textile Pattern Preference Study." *Journal of Educational Research* 33: 7-35; September 1939.
41. LARK-HOROVITZ, BETTY. "On Art Appreciation of Children: IV. Comparative Study of White and Negro Children, 13 to 15 Years." *Journal of Educational Research* 33: 258-85; December 1939.
42. LARK-HOROVITZ, BETTY; BARNHART, EDWARD; and SILLS, ESTHER. *Graphic Work-Sample Diagnosis*. Cleveland, Ohio: Cleveland Museum of Art, 1939. 110 p. (Mimeo.)
43. LEVEY, H. B. "A Theory Concerning Free Creation in the Inventive Arts." *Psychiatry* 3: 229-93; 1940.

44. LEVY, FLORENCE N. *Art Education in the City of New York*. New York: School Art League of New York (745 Fifth Avenue), 1938. 148 p.
45. LOWENFELD, VIKTOR. *The Nature of Creative Activity*. New York: Harcourt, Brace and Co., 1939. 272 p.
46. McCLOY, WILLIAM. "Creative Imagination in Children and Adults." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 88-102.
47. McCLOY, WILLIAM. "Passive Creative Imagination." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 103-107.
48. McCLOY, WILLIAM, and MEIER, NORMAN C. "Re-Creative Imagination." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 108-16.
49. MACDONALD, ROSABELL. *Art as Education*. New York: Henry Holt and Co., 1941. 309 p.
50. MEIER, NORMAN C. "The Appreciational Arts—Art." *The Implications of Research for the Classroom Teacher*. Joint Yearbook of the American Educational Research Association and the Department of Classroom Teachers, departments of the National Education Association. Washington, D. C.: National Education Association, 1939. p. 249-53.
51. MEIER, NORMAN C. "Factors in Artistic Aptitude: Final Summary of a Ten-Year Study of a Special Ability." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 140-58.
52. MEIER, NORMAN C. "Recent Research in the Psychology of Art." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 379-400.
53. MEIER, NORMAN C. "Reconstructive Imagination." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 117-26.
54. MERRY, RUTH C. "Art Talent and Racial Background." *Journal of Educational Research* 32: 17-22; September 1938.
55. MITCHELL, EDITH L. "Old and New Forces in the Art Curriculum." *Art Education Today*, 1937. New York: Teachers College, Columbia University, 1937. p. 9-29.
56. MOORE, JOSEPH E. "Art Education." *Encyclopedia of Educational Research*. (Edited by Walter S. Monroe.) New York: Macmillan Co., 1941. p. 58-65.
57. MUNDELL, LUELLA R. "The Effect of Lectures on Art Principles upon Art Production at the Fifth and Sixth Grade Levels." *Psychological Monographs*, Vol. 51, No. 5, Whole No. 231. Columbus: Ohio State University, American Psychological Association, 1939. p. 127-39.
58. MUNRO, THOMAS. "The Analysis of Form in Art." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 349-68.
59. MUNRO, THOMAS. "Creative Ability in Art, and Its Educational Fostering." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 289-322.
60. MUNRO, THOMAS. "Powers of Art Appreciation and Evaluation." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 323-48.
61. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF ART EDUCATION. "Committees in Art Education Contributing Material for the National Commission on Co-operative Curriculum Planning." *Record of the Conventions at Saint Louis and Milwaukee, 1940*. Bulletin Vol. 6. Washington, D. C.: the Association, 1940. p. 280-332.
62. PEARSON, RALPH M. *The New Art Education*. New York: Harper and Brothers, 1941. 256 p.
63. PICKFORD, R. W. "Social Psychology and Some Problems of Artistic Culture." *British Journal of Psychology* 30: 197-210; January 1940.
64. PRESTON, ELLA ELIZABETH. "A Survey of Time Allotments for Art in the Public Schools of the Middle West." *Record of the Conventions at Saint Louis and Milwaukee, 1940*. Bulletin Vol. 6. Washington, D. C.: Department of Art Education, National Education Association, 1940. p. 95-104.



65. PROGRESSIVE EDUCATION ASSOCIATION, COMMITTEE ON THE FUNCTION OF ART IN GENERAL EDUCATION. *The Visual Arts in General Education*. New York: D. Appleton-Century Co., 1940. 166 p.
66. QUIN, MARION. "A Senior-High-School Art Program." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 529-35.
67. READ, W. T. "Aesthetic Emotion." *Philosophy and Phenomenological Research* 1: 199-207; 1940.
68. ROOS, F. J., and HEIL, L. M. "Measuring the Listener's Attitude toward a Radio Art Appreciation Course." *Journal of Applied Psychology* 23: 75-85; February 1939.
69. SCHULTZ, HAROLD. "Changing the Attitudes of Secondary School Students toward Artists and Their Art." *Record of the Conventions at San Francisco and Cleveland, 1939*. Bulletin Vol. 5. Washington, D. C.: Department of Art Education, National Education Association, 1939. p. 20-24.
70. SISSON, E. DONALD. "Suggestion in Art Judgment." *Journal of General Psychology* 18: 433-35; April 1938.
71. VARNUM, W. H. "Opportunities in the Art Field and a Selective Art Aptitude Test." *Record of the Conventions at Saint Louis and Milwaukee, 1940*. Bulletin Vol. 6. Washington, D. C.: Department of Art Education, National Education Association, 1940. p. 182-85.
72. VARNUM, W. H. *Selective Art Aptitude Test*. Scranton, Pa.: International Textbook Co., 1939. 52 p.
73. WHITFORD, WILLIAM G. "Some Present and Recommended Practices in School Art." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 460-62.
74. WHITING, MILDRED R. "An Integration of Art in the Teaching Procedures in Various High School Subjects." *Record of the Conventions at Saint Louis and Milwaukee, 1940*. Bulletin Vol. 6. Washington, D. C.: Department of Art Education, National Education Association, 1940. p. 45-55.
75. ZIEGFELD, EDWIN. "Developing a Functional Program of Art Education." *National Elementary Principal* 18: 289-95; July 1939.
76. ZIEGFELD, EDWIN. "Preparation of the General Classroom Teacher for Teaching Art." *Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1941. p. 801-19.
77. ZIEGFELD, EDWIN, and FAULKNER, RAY. "A Community Experiment in Art Education." *Educational Method* 18: 292-95; March 1939.

## CHAPTER III

### Home and Family Life Education<sup>1</sup>

CLARA M. BROWN

**M**ORE THAN TWO HUNDRED STUDIES in home economics education have been reported as carried on by graduate students and faculty members during the past three-year period. Those discussed in this chapter represent only a small percent of these, but since practically all of them are abstracted in *Notes on Graduate Studies and Research in Home Economics and Home Economics Education* (6), which is published annually, it seemed desirable to discuss only those investigations which have been reported in published form and to confine them largely to studies at the elementary- and secondary-school levels. Most of the materials represent research investigations, although some have been included which present significant points of view or trends in educational thought or describe projects under way which seem likely to produce significant results when they are completed.

#### Instruction as a Part of the Basic Curriculum

The striking similarity in the conclusions and recommendations made in publications sponsored by several major educational organizations in 1941 (3, 24, 26) seems to indicate that an important change is taking place in the attitudes of teachers and administrators regarding the desirability of incorporating those materials dealing with home and family living into the curriculum basic for all rather than restricting them to special groups of girls. That such instruction is needed was pointed out by Spafford (39). She cited the opinions of administrators, teachers, and others regarding the value of homemaking education for both sexes and stated her own philosophy regarding the potential contribution of home economics toward improving personal and family living. Bell (8) recorded the results of interviews with 13,000 adolescents in Maryland and drew similar conclusions.

*Family Living and Our Schools* (26) presented the work of a joint committee of the Home Economics Department of the National Education Association and the Society for Curriculum Study. Reasons for frustration and confusion both among children and adults were enumerated as well as the folly of overevaluation of the intellect and underevaluation of the emotions, of undue stress on either academic achievement or vocational knowledge and skill, and of allowing the attitude to develop that homemaking and child rearing are menial tasks which lack social value and significance. Education was considered to be a means for helping people to develop their personalities and to realize their hopes and desires in

<sup>1</sup> Bibliography for this chapter begins on page 395.

marriage and in the rearing of children, as well as for transmitting cultural patterns and values. Coeducational study of real problems of family life was advocated, in which schools, homes, and communities cooperate to help individuals learn to satisfy emotional needs and to develop desirable relationships with others. Suggestions were offered regarding what should be done and illustrations were given of what was being done at all levels in the schools to develop such a program and to educate teachers to carry the responsibility for promoting such a type of education.

*Education for Family Life* (3), the 1941 yearbook of the American Association of School Administrators, stated that "a practical, realistic program of education for home and family life must occupy an important place in the educational services offered by the schools," and recommended that such instruction become a part of the basic curriculum, that it deal with actual home living problems, and that schools attempt to eliminate physical and emotional strain among children and to remove restrictions against marriage for women teachers. The appendix included references and organizations furnishing materials or services useful in family life education. Folsom (24) expressed the point of view of the American Youth Commission in saying that the "highest purpose of the movement for family life education . . . is to cultivate the faith that human life is worth living and that it is worthwhile to make it better." He discussed what needs to be done to accomplish this and described what was being done by schools and other agencies in many communities.

Many schools have developed instructional units for teaching personal and family living as a part of the basic school curriculum. Among the most interesting programs are those in Aberdeen, South Dakota (39), Denver (9, 20, 39), Frontenac, Kansas (35), Houston, Texas (39), Los Angeles (32), Menomonie, Wisconsin (39), Oakland, California (22), and the University School of Ohio State University (2, 39). Bristow (12) recommended the organization of an advisory committee to link school and community more closely, after she had obtained the opinions of parents in two urban and two rural communities regarding the homemaking needs of boys and girls and the purpose and relative importance of different aspects of homemaking instruction.

The need for home and family life education is widely recognized, although how and by whom it shall be taught is still an open question. That home economists have an important part to play is evident, but a really effective program seems to require cooperative effort of various groups. The teaching personnel and available agencies in a community, and the groups for which instruction is to be offered, will probably determine what plan of cooperation will be most effective.

### Curriculum

Under the sponsorship of the Southern Association of Colleges and Secondary Schools, a study was carried on in Montevallo, Alabama (40),

which investigated the age distribution of junior high-school students, family patterns, occupational levels, housing conditions, homemaking practices engaged in by different family members, and their interests and leisure-time activities. The findings tended to corroborate those obtained in similar studies in other communities, although the investigation differed from the typical study in that information was collected from boys as well as girls and more than the typical number of them came from homes on the highest socio-economic level. Such investigations furnish information which may be useful in determining curriculum content which is likely to meet the needs in the local situation.

A group of teachers working on curriculum revision in St. Paul, Minnesota, centered attention first upon the sort of people they hoped would emerge from the schools. Consequently the tentative course of study published by the Department of Education (15) described a well-adjusted person and listed the objectives believed most likely to contribute toward developing such a person. In the same course of study, the authors listed those items which the majority of 3,500 students, Grades VII-XII, from nine states, stated represented what they wanted to learn in school. The objectives checked almost universally by these adolescents were those relating to learning acceptable behavior, presenting a good appearance, developing independence, breaking bad habits and forming good ones, making and keeping friends, and getting along with parents. So many objectives were checked by approximately the same proportion of students at the different grade levels that they should probably be regarded as ultimate goals. It was recommended that the suggested activities to help students progress toward each objective be considered as a reservoir from which to select those which seemed most appropriate in the particular situation, rather than that they be assigned a definite grade placement.

The Consumer Purchases Study, conducted under the direction of the Bureau of Home Economics and the Bureau of Labor Statistics, collected data which are likely to have a marked influence upon home economics curriculums in both secondary schools and colleges. Data procured from 300,000 urban and rural families furnished authentic information on family composition, income, and patterns of consumption. The findings have been published in a series of government bulletins (29, 33, 42, 43, 44).

*A Study of Prerequisite Sciences and Certain Sequent Courses at the University of Minnesota* (13) differed from other studies of prerequisites in that it covered a longer period of time, involved a larger number of cases, and followed the same students through prerequisite and sequent courses. The results showed that the student mortality in elementary science courses can be markedly reduced when the curriculum is made more flexible and more effective guidance is given; that laboratory experience is not essential for students to learn basic science concepts and understand their applications; that such learning may be accomplished in consid-

erably less than the typical time allotment; and that achievement in sequent courses is little affected by the type of science background.

A joint research project of Pennsylvania State College and the Pennsylvania Department of Health, dealing with 225 children in two urban communities, was reported by Lowther (30) who found that there was need for improved nutritional status in a considerable proportion of the children at all economic levels, although at the lowest levels there was the most acute lack of protein, calcium, Vitamin A, and Vitamin B<sub>1</sub>. The groups with the higher nutrient intake tended to show the higher ratings on the physical examinations, and their socio-economic level tended to show a positive relationship to nutritional status, skeletal maturity, and darkness adaptation, but little if any relationship to weight, dental rating, posture, hemoglobin, or other physiological characteristics. The author proposed three plans for handling noon lunches and specified the amounts of calories, protein, minerals, and vitamins which would probably be required to remedy the dietary inadequacies discovered.

Siebert and Larson (38) described the effects of nutrition clinic contacts and noon rest periods on forty undernourished children in St. Paul, Minnesota. Evidence was collected by means of analysis of health records of nutritional status and reports of medical examinations given in the fall and again eight months later, and by home visits, the collection of teachers' opinions, and controlled observations made during the noon lunch. Scholarship had improved in half and posture in two-thirds of the cases between fall and spring; there was a notable increase in the consumption of milk, fruit, and vegetables and in the overcoming of food dislikes; and almost all children showed improved appetite and table manners, better sleep habits, and a reduction in fatigue, colds, and excitability.

### **Present Status of Secondary-School Instruction**

*Home Economics in Public High Schools* (23) reported a nationwide study made by the U. S. Office of Education of the status of home economics. It supplied information regarding the extent of offerings in communities of different sizes, the time allotment, the percent of each sex enrolled in home economics classes at different grade levels, and the differences in the breadth of the program in schools which received reimbursement from federal vocational education funds and those which did not.

### **Effectiveness of School Instruction**

Three investigations made recently have attempted to compare what high-school students learned incidentally about certain subjectmatter and what they learned when they received specific school instruction. Banks (7) and Frost (25) dealt with the various aspects of content in home eco-



nomics classes, Banks being primarily concerned with attitudes and Frost with information; and Bingham (10) dealt only with a unit on nutrition taught in classes in biology, in which he measured changes in attitudes, information, and the ability to apply it in evaluating advertisements containing statements regarding nutritional values. Although these studies differ in many respects, certain comparisons may be made with respect to the methods of investigation employed and the findings. Bingham utilized only about a fourth as many cases as did Banks and Frost in their joint study, and his test battery showed somewhat lower statistical reliability than did theirs; but Bingham's findings are unquestionably more significant. In the first place, the technics he used to insure validity in his test items were distinctly superior since his tests were set up in preliminary form, tried out, the discrimination of items determined, and the tests revised before they were used in the actual experiment; whereas none of these procedures were employed by Banks or Frost. Bingham determined the equivalence of his experimental and control groups in terms of their means and standard deviations on a pre-test, while studies of Banks and Frost merely assumed that their control and experimental groups were equivalent because they had selected the samplings to be representative in terms of geographical location, type of school, and proportion of school enrolment.

Bingham collected a variety of types of evidence, in addition to the scores on pencil-and-paper tests, such as descriptive statements from parents, students, and teachers; Banks and Frost used only pencil-and-paper tests, despite the fact that Frost assumed she was measuring certain home-making skills. It is unfortunate that Bingham did not describe more fully the types of experiments carried on in the biology classes and the other testing technics employed, and that he did not devise some means for checking on the dietary practices of the students before and after instruction, other than the subjective statements made by or about certain individuals. Also, the reader who demands rigorous statistical treatment of data may not approve of the analysis and interpretation Bingham made of the respective gains made by the control and the experimental groups and may criticize the use of a control group apparently as an afterthought instead of as an integral part of the experiment. Nevertheless, the loss or the relatively insignificant gains made by the groups who were not receiving class instruction in nutrition showed such a striking contrast to the consistency and size of the gains in the classes which were being taught nutrition (with the exception of two schools which lacked instructional materials), that one can scarcely question his conclusion that definite instruction in nutrition is needed if high-school students are to improve their attitudes toward the importance of nutrition and increase their knowledge and ability to apply nutritional information. On the other hand, the reader will not be inclined to agree with Frost and Banks in their conclusions that skills, information, and attitudes "desirable for home and family life are developed through home economics instruction,

which are not gained as effectively through usual life experience and motivation," when he notes that in most cases the difference in mean scores for the groups with and without high-school instruction in home economics differed only a few points on both the information and the attitude tests. Most of these differences in mean scores on the various sections of the tests exceeded the 1 percent level of significance because of the large number of cases involved, but both investigators appeared to attach undue weight to the statistical significance and to disregard the administrative significance of their findings.

### Methods of Instruction

Studies by teachers of educational problems faced in their own classrooms are to be commended, but to date few teachers seem to recognize the importance of objective evidence or understand research technics, so their conclusions too often represent merely wishful thinking. McAlister (31) compared the achievement on a grooming and clothing unit of twenty-two ninth-grade girls, half of whom were paired with the other half on age and IQ. In one class, the teacher alone decided what was to be studied and evaluated achievement; in the other, the students were led to decide upon their own goals, the experiences needed to learn to improve personal appearance and grooming and how to construct their garments, and worked with the teacher in planning how to evaluate their achievement. The cases were so few, the evaluation technics so crude and subjective, and evidence of *comparative* gains so lacking that one might question the conclusions that the class with maximum participation on the part of the students showed distinctly superior achievement, were it not for the fact that Hatcher (27) reached the same conclusions when she had large groups, controlled conditions carefully, and used valid, reliable, and objective evaluation devices.

Evaluation technics which emphasize the importance of personality and character development and the social utility of learning and which promote learning as well as measuring achievement are described by Prieur (34). A series of informal anecdotal records illustrated how senior high-school girls learned to analyze their own behavior, decided what changes needed to be made, and determined their progress toward the goals they set for themselves.

In view of the conflicting opinions regarding how to promote the carry-over of class instruction into home living, an experiment by Akin (1) has particular significance. When home projects were placed upon a voluntary basis instead of a specified number and type being required of each student, it was found that teachers made more home contacts, that slightly more projects were completed and that they were less likely to be limited to foods and clothing, and that mothers reacted more favorably to the home project program.



Hatcher's doctoral dissertation (27) probably represents the most significant study to date dealing with methods of instruction in home economics at the secondary level because of the scope, the painstaking control of the experimental situation, and the variety of evaluation technics employed. She studied the relative effectiveness of two methods of instruction at the senior high-school level in foods and consumer buying. The achievement of the experimental classes was consistently superior to that of the control classes when students were paired upon IQ pre-test scores and socio-economic level; the differences were statistically significant in every instance in which the data were objective enough to permit statistical analysis, and the same superiority was shown in the more subjective types of evidence such as written reports, diary records, and interviews with students and their parents.

In the control classes the teacher dominated the situation, deciding upon the objectives of the unit, the class activities, and the assignments, and assuming responsibility for evaluating the students' work. In the experimental classes the students shared with the teacher the responsibility for setting up objectives, planning activities, and evaluating progress; and they used certain self-teaching, self-evaluating devices. It is not known how much of the superiority of the experimental method resulted from student and teacher cooperation and how much from the use of the unique teaching and evaluating materials. Hatcher's study made certain significant contributions. She developed a method for recording foods eaten and for analyzing food intake by the use of checklists instead of mathematical calculations; she showed that these checklist ratings correlated closely with ratings made on identical dieteries when analyzed in the usual manner; and she discovered that when the experimental method was used, students made definite improvement in dietary practices as well as gains in information and skill in food preparation, although earlier studies by Botto (11) and Segner (37) had tended to show that high-school foods instruction had little, if any, measurable effect upon dietary practices.

### Community Programs

Experiments in community cooperation in improving home and family life are under way in many places. Some of them are purely local projects, such as that in Greenville, North Carolina (36), in which girls in third-year homemaking had opportunities to learn how to meet and solve problems of housing and home management. Although not a research project in the ordinary sense, the procedures employed were carefully explained, objective data were furnished, and evidence was cited regarding the outcomes of the project in terms of individual, family, and community improvement. Other projects are more comprehensive, such as those being carried on in Kansas, Ohio, Tennessee, and Utah under the sponsorship of the Office of Education and those under way in Kentucky and Florida, which are

being financed by the Sloan Foundation. The last mentioned projects have progressed far enough for tentative results to begin to appear in print.

In 1938 the U. S. Office of Education selected two urban and two rural communities as laboratory situations in which to study how to find ways to bring about "stronger, richer, more realistic programs of education for home and family living through concerted community effort" (5). The communities chosen were Wichita, Kansas, Toledo, Ohio, Obion County in Tennessee, and Box Elder County in Utah. The progress made in these communities during the ensuing two years was presented in a series of articles by a member of the Federal Home Economics Education Service (16, 17, 18, 19). The programs have been developed to meet local needs but each one has a coordinator and an advisory committee on which are representatives of the cooperating educational and other community agencies. Accomplishments to date are manifold and may be classified as those relating to improving living conditions through cooperative endeavor to promote better health and more adequate housing; community recreation; adult education through expanded library facilities; the publicizing of lectures and classes dealing with home and family living problems; and the modification of school programs at all grade levels.

The purpose of the Sloan Foundation studies (21) was to discover the effect of school instruction upon community life. So far, investigations have been limited to nutrition and housing, but other aspects of family life are to be investigated later. Diets studied in several rural communities in Kentucky by means of surveys of food consumed at home and in school were found to be seriously deficient in protein, minerals, and vitamins; and children given physical examinations showed clear evidence of malnutrition and such diseases as goiter and hookworm. Housing is being studied in six communities in Florida by means of a questionnaire survey made by trained interviewers and a photograph of each house surveyed. A comprehensive program of achievement tests is being used to determine the relative achievement of pupils in the fundamental subjects in the control schools, operating with the traditional program, and in the experimental schools which provide vital instructional material relating to nutrition and housing problems. Statistical evidence is not yet available and subjective evidence indicates that it is possible to incorporate nutrition and housing into the ordinary class work from the first grade on, and for schools to help low-income families improve their living standards without an increase in cash expenditure.

### **Need for Guidance in Occupational Adjustment**

The occupational adjustment of girls who graduated during 1921-1937 from high schools in Williamsport, Pennsylvania, and two nearby villages is described in a bulletin of the American Vocational Association (4). More than half of the graduates were married, a fourth of them within

three years after leaving school; about half had taken further training (chiefly for nursing, business, or rural school teaching); more than a third of those gainfully employed were working in factories or household service, but neither type of work was regarded favorably by the majority of the graduates. Whether single or married, most of them were living on low incomes and three-fourths of the rural graduates had migrated, usually to a larger community. It is evident that homemaking instruction for such groups should emphasize household management on a very limited income and that there is need for an occupational adjustment service for those seeking employment and for studies to show how home economics training can help place domestic service on a more acceptable level. The tragic implications of the desire for white-collar jobs which do not exist and the failure to recognize job possibilities in other types of work are shown in a study of the work experiences and future plans of about 9,000 girls in Grades VII-XII in St. Paul, Minnesota (14).

The need for effective guidance at the secondary level is shown in recent studies of mortality among college home economics students (28, 41). The high mortality among freshman women indicated that high-school students who aspire to go to college need to understand the types of instruction offered under the label of home economics and the intellectual demands of the various curriculums, as well as the approximate cost of financing a college education and the probable opportunities for earning.

### Summary

The importance of home and family life education is widely recognized today and it is regarded as desirable for both sexes and at all educational levels. Although significant investigations in this field are still not numerous, certain trends are evident. Concern for the development and adjustment of the total individual in his presentday environment is growing; problems of merely theoretical interest are being replaced by those which come to grips with reality; and certain comprehensive, long-time studies which are subsidized from federal and private funds and which deal with the living problems of entire communities and attempt to discover the role of the school in family life and community improvement are getting under way. There is a definite need for more carefully controlled studies, for the development of more valid and effective measuring instruments, and for the utilization of appropriate statistical technics in analyzing the data collected so that the true meaning and the implications of the findings may be comprehended.

### Bibliography

1. AKIN, BERTHA V. "A Comparative Study of Required and Voluntary Home Projects in Nevada Vocational Homemaking Classes." *Vocational Reflector* 19: 5; September 15, 1939. Carson City, Nevada: State Department of Vocational Education.
2. ALBRIGHT, NORMA A. "A Study of Values Carried Over in Home Economics." *Journal of Home Economics* 31: 296-99; May 1939.

3. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Education for Family Life*. Nineteenth Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1941. 368 p.
4. AMERICAN VOCATIONAL ASSOCIATION. "Occupational Adjustments of Vocational School Graduates." *Research Bulletin* 1: 52-94; June 1940. Washington, D. C.: the Association.
5. AMIDON, EDNA P., and BROWN, MURIEL W. "Community Organization for Family Life Education." *School Life* 26: 38-40; November 1940.
6. ASSOCIATION OF LAND GRANT COLLEGES, RESEARCH COMMITTEE OF THE HOME ECONOMICS SECTION, and AMERICAN HOME ECONOMICS ASSOCIATION, RESEARCH DEPARTMENT; in cooperation with the UNITED STATES DEPARTMENT OF AGRICULTURE, OFFICE OF THE EXPERIMENT STATION, and FEDERAL SECURITY AGENCY, OFFICE OF EDUCATION. *Notes on Graduate Studies and Research in Home Economics and Home Economics Education*. Published annually in mimeographed form.
7. BANKS, ANNA K. "An Evaluation of Students' Attitudes Developed through Homemaking Instruction in the Secondary Schools of Oklahoma." *Journal of Experimental Education* 8: 368-76; June 1940.
8. BELL, HOWARD M. *Youth Tell Their Story*. Washington: D. C.: American Council on Education, 1938. 273 p.
9. BIDDICK, MILDRED L. "Developments in Denver Secondary Schools." *Curriculum Journal* 10: 304-308; November 1939.
10. BINGHAM, NELSON ELDRED. "Teaching Nutrition in Biology Classes." *Journal of Experimental Education* 7: 251-60; June 1939.
11. BOTTO, MILDRED. "Home Economics Training and the Food Habits of High School Girls." *Journal of Home Economics* 26: 159-61; March 1934.
12. BRISTOW, MRS. ROSA L. ST. CLAIRE. "Parents and the Development of the High School Home Economics Program." *Journal of Home Economics* 31: 383-84; June 1939.
13. BROWN, CLARA M. *A Study of Prerequisite Sciences and Certain Sequent Courses at the University of Minnesota*. Minneapolis: University of Minnesota, Committee on Educational Research, 1941. 96 p.
14. BROWN, CLARA M., and LARSON, AGNES A. *A Survey of the Working Experience and Future Plans of the Girls in the Secondary Schools of St. Paul in Relation to Various Educational and Economic Factors*. St. Paul, Minn.: Department of Education, 1938. 44 p.
15. BROWN, CLARA M., and LARSON, AGNES A. *Tentative Course of Study in Homemaking Education for Saint Paul Public Schools*. St. Paul, Minn.: Department of Education, 1939. 54 p.
16. BROWN, MURIEL W. "And Now, Toledo!" *School Life* 26: 140-43; February 1941.
17. BROWN, MURIEL W. "Box Elder Is in Utah." *School Life* 26: 170-73; March 1941.
18. BROWN, MURIEL W. "Obion County Educates for Home Living." *School Life* 26: 108-111; January 1941.
19. BROWN, MURIEL W. "Wichita Program." *School Life* 26: 68-70, 77; December 1940.
20. BURNHAM, HELEN A. "Home Economics in the Core Curriculum." *Practical Home Economics* 17: 37, 57-58; February 1939.
21. CLARK, HAROLD F., SEAY, MAURICE F.; and NUTTER, H. E. "Community Experiments in Kentucky and Florida." *Educational Method* 20: 274-80; March 1941.
22. DAVIS, MAY E. "Home Economics in the Basic Course—I." *Practical Home Economics* 17: 314, 334; November 1939.
23. FEDERAL SECURITY AGENCY, U. S. OFFICE OF EDUCATION, VOCATIONAL DIVISION. *Home Economics in Public High Schools*. Bulletin No. 213, Home Economics Series No. 24. Washington, D. C.: Government Printing Office, 1941. 160 p.
24. FOLSOM, JOSEPH K. *Youth, Family and Education*. Washington, D. C.: American Council on Education, 1941. 299 p.
25. FROST, HAZEL M. "A Measure of Skills and Information Developed through Home Economics Instruction in the Secondary Schools of Oklahoma." *Journal of Experimental Education* 8: 377-84; June 1940.
26. GOODYKOONTZ, BESS, and COON, BEULAH I., co-chairmen. *Family Living and Our Schools*. Prepared by the Joint Committee on Curriculum Aspects of Education for Home and Family Living of the Home Economics Department of the National Education Association and the Society for Curriculum Study. New York: D. Appleton-Century Co., 1941. 468 p.

27. HATCHER, HAZEL M. "An Experimental Study To Determine the Relative Effectiveness at the Secondary Level of Two Methods of Instruction." *Journal of Experimental Education* 10: 41-47; September 1941.
28. JOURNAL OF HOME ECONOMICS. "Why Home Economics Students Leave College." *Journal of Home Economics* 33: 103-105; February 1941.
29. KYRK, HAZEL; MONROE, DAY; and OTHERS. *Family Housing and Facilities*. Department of Agriculture in Cooperation with the Works Progress Administration, Miscellaneous Publication No. 399. Washington, D. C.: Government Printing Office, 1940. 223 p.
30. LOWTHER, MARY E., and OTHERS. "The School Lunch as a Supplement to the Home Diet of Grade School Children." *Child Development* 11: 203-47; September 1940.
31. McALISTER, FLORENCE. "Teacher-Planned versus Pupil-Teacher-Planned Work." *Journal of Home Economics* 33: 33-35; January 1941.
32. MILLIGAN, ELLEN J. "Home Economics in the Basis Course—II." *Practical Home Economics* 17: 315; November 1939.
33. MONROE, DAY, and OTHERS. *Family Income and Expenditures (1935-36)*. Department of Agriculture in Cooperation with the Works Progress Administration, Miscellaneous Publication No.'s 339, 345, 356, 370, 375, and 396. Washington, D. C.: Government Printing Press, 1939-40.
34. PRIEUR, MARJORIE. "Evaluation of Objectives in Family Relationships." *Educational Research Bulletin* 17: 260-70; December 7, 1938.
35. SCHMIDT, LILLIAN. "The Frontenac Integrated Homemaking Program." *Practical Home Economics* 16: 100-101, 130; March 1938.
36. SCHNOPP, JESSIE. "Shall We Have a Third-Year for Vocational Homemaking?" *Practical Home Economics* 17: 138-39, 157-59; May 1939.
37. SEGNER, ESTHER F. *An Evaluation of Student Achievement in One Aspect of the Proposed Home Economics Course of Study in Wisconsin*. Master's thesis. Minneapolis: University of Minnesota, 1936. 72 p.
38. SIEBERT, DOROTHEA, and LARSON, AGNES. "When Nutrition Is Supervised." *Forecast* 56: 335-36; June 1940.
39. SPAFFORD, IVOL O. *A Functioning Program of Home Economics*. New York: John Wiley and Sons, 1940. 469 p.
40. THOMPSON, OUIDA. "Persistent Issues of Living Faced at the Junior High School Level." *Journal of Home Economics* 33: 156-58; March 1941.
41. WAGNER, MRS. GWENDOLYN DAVIS. "Student Mortality among College Home Economics Freshmen." *Journal of Home Economics* 33: 244-45; April 1941.
42. WILLIAMS, FAITH, and OTHERS. *Family Expenditures*. Bulletins, No.'s 642-49. Washington, D. C.: U. S. Department of Labor, Bureau of Labor Statistics, 1939-41.
43. WILLIAMS, FAITH, and OTHERS. *Family Incomes*. Bulletins, No.'s 642-47, 649. Washington, D. C.: U. S. Department of Labor, Bureau of Labor Statistics, 1939-41.
44. WILLIAMS, FAITH, and OTHERS. *Money Disbursements of Wage Earners and Clerical Workers (1934-36)*. Washington, D. C.: U. S. Department of Labor, Bureau of Labor Statistics, 1939-40.



## CHAPTER IV

### Industrial Education<sup>1</sup>

VERNE C. FRYKLUND

**I**NDUSTRIAL EDUCATION includes both industrial arts and trade education. While these two branches of education have their similarities, they also have marked differences (30). In the schools the former is offered for its general educational values and the latter is offered for specific vocational preparation for employment upon graduation or for those now at work who wish to supplement their knowledge or increase their skill.

#### National Defense

In the program of training workers for national defense (87), neither of the branches of industrial education is assumed to be concerned for a long period of time with any individual inasmuch as training for national defense involves preparation for service in small areas of occupations or highly repetitive work in specialized production. Teachers of industrial arts usually are not qualified by practical experience to teach defense training. However, the equipments of both areas are used to their fullest, day and night. Moreover, after the emergency, trainees should not hold high hopes for permanent employability in trades because of defense training. Defense training is likely to be limited to temporary employment (2). Tarbell (88) has analyzed the national defense training program in detail in relation to: (a) the personnel to be trained, (b) types of courses, and (c) faculty qualifications. The need of industrial arts shops and services in producing small tools for training, and of deviating from the more general aims to specific vocational aims during the emergency, was reported by Finsterbach (26). Industry's analysis of the need for redefined objectives for industrial arts in national defense was reported by Bowler (9) as follows: aims in defense education must move from the realm of theory to the specific, immediately attainable goals, and the teachers must be trade qualified.

The most useful curriculum research technic in industrial education is trade and job analysis. Through this technic, curriculum content is obtainable from the place that it functions in the community. The problem of training for production, especially in an emergency, cannot await solution by the long and sometimes tardy process of theorizing and development of text materials by way of the schoolroom. Industrial education has long utilized the analysis technic; it makes its area of activity worldlike in value, and school and industry are closely cooperating with full understanding of purposes and content. In the present emergency, the practical content was made available on short notice by means of the analysis technic.

<sup>1</sup> Bibliography for this chapter begins on page 404.

Having used this technic, Detroit (18) launched its defense training, a few days after authorization, with available course materials secured from industry. Dunwoody Institute (20) analyzed a series of occupations for widespread use in the emergency training program. These reports have not only current value but they offer curriculum materials of value for years to come. Outstanding among other investigations for determining curriculum content is the Texas report (89) covering the machinist trade and its related mathematics.

The most impressive achievements in course making by means of preliminary trade analyses are reported by the University of the State of New York in its Vocational Education Program for National Defense Industries (91), and by Detroit (19), and in their regular programs in Flint (41), Dearborn (28), Lincoln Park (14), and Grand Haven (49). Curriculum revision data were secured by Barich (5) from superintendents and foremen for twenty-seven occupations in a plant engaged in the manufacture of spark plugs, air cleaners, and small instruments. Defense training programs have been in effect about one year, covering one-third of the period of this report. The next two years should be a period of much development of valuable instructional material drawn from the community.

### **Growing Need for Industrial Training**

Despite the need of training for national defense, there still remain two problems: (a) the need for secondary vocational preparation, and (b) the need of instruction in the skilled trades. Moehlman (67) reported that up to 1938 not more than 15 percent of necessary vocational training was provided by the schools. Woal (95) reported findings of a follow-up of the Koepke study (51) of 1934 on training, changing technology, and shift of workers to semiskilled classifications. The trend toward training needs is not clear inasmuch as apprenticeship is reported on the increase in all areas of industry; specifically, highly skilled tool and die makers and set-up men are in demand. Otherwise the training needs are theoretically reported to be lessening. It is difficult to compare the outcomes of these two studies inasmuch as the latter was made under depression conditions. Fryklund (31) reported that 44 percent of the workers in modern industry require extensive training. This does not include the great army of skilled mechanics in small shop and service occupations who will always require training. Kersey (48) refuted any seemingly convincing discussions on lessening industrial training needs in California by revealing facts regarding training, placements, and wages in Los Angeles. Gleason (33) presented evidence indicating public-school responsibility for training in semiskilled work. Those who doubt the growing need for industrial training are hard pressed for evidence supporting their beliefs in the face of recent events. The growth of trade education from 1918 to 1939 has been steady if one state can be considered adequate as a

sample for study. Hamilton (37) in a survey of placements found that 71 percent of the trade-school graduates were working with their first employers and 73 percent were working in the trades for which they were trained.

The desires of youth in relation to education were reported by Bell (7) in his study of conditions and attitudes of youth in Maryland. A real demand is evident for training in trades and crafts. Eckert and Marshall (21), although limiting their questioning technic, reported findings a great deal like those of Bell. Anderwald (3) gathered evidence of need for increased technical training in New York for automotive service organizations. His report covered both day and evening schools. Norton (71) surveyed the secondary-school programs and vocational adjustment of youth in New York and made recommendations for a statewide program characterized by breadth and flexibility. This study was made by a worker chosen from the general area of education in order presumably to prevent bias, but it actually resulted in many interpretations characteristic of a writer who is unfamiliar with the field. In contrast is the Essex County Vocational Survey, presenting a pattern that others could well follow in making similar studies. Campion (12) covered every phase of vocational education in relation to the schools, community, and industry. A comparison of these surveys gives evidence that studies of specialized areas should be made by persons who are familiar with the work of the area under consideration. Mathis (49) reported the Greensboro community survey of industrial firms for the training and employment possibilities of young people from eighteen to twenty-five years of age.

The growth of the numbers of shops was revealed by Claude (15) through data garnered from a publisher's list. A period of fourteen years was covered. This is the only comprehensive study that covers the numerical distribution of shops by states and the development of shop subjects on all levels of instruction, including colleges.

The effect of trade education on the lives of graduates of three trade-training institutions for Negroes in Virginia was studied by Hill (39). Supply and demand had not been balanced, and consequently 85 percent of the graduates of one school were not working at the trades for which they were trained. His recommendations included: (a) development of part-time cooperative education permitting specialization in many occupations; (b) employment of coordinators to reconcile the training efforts of industry and the schools; and (c) local occupational surveys in order better to determine needs. Smith (82) made a similar survey for North Carolina. Mills (66) and Stark (83) surveyed industrial arts training opportunities in rural, village, and county schools of Ohio. Stark found that 69 percent of the total enrolments of boys and 8 percent of the total enrolments of girls are in industrial arts classes. Edwards (22) used the survey technic to gather evidence in support of training needs for persons over sixteen years of age in the Lower Rio Grande Valley. Stroud (85) established the need for pre-engineering and technical curriculums by studying

the needs of three hundred boys. Wylie and Skinner (96) obtained from nine hundred boys and their fathers, suggestions for improvement of a technical curriculum. Rossow (78) found changing responsibilities of part-time schools for providing extension education for modern apprentices. Edwards (23) revealed that industrial arts teachers were not taking advantage of the many opportunities for including consumer education in industrial courses.

### **Broadening the Scope of Industrial Arts**

A continuing long-time state industrial arts survey was reported for the Wisconsin schools (60). There is much valuable curriculum information for all persons concerned with modern education and modern social problems. Pennsylvania's committee of leaders in industrial arts (74) established policies for curriculum development including philosophy, content and method, supervision, floor plans, and equipment. Meyer (64) found that one hundred and ninety-five teacher graduates rated their college studies in terms of value as follows: technical, 74 percent; professional, 20 percent; scientific, 4 percent; and cultural, 1 percent.

There is increasing need for broadening the scope of technical content for training in the metal trades. Pancost (72) determined from the industries the amount of instruction needed during the first three years of earning in metal industries. Van Horn (90) and Jeppsen (42), by a canvass of teachers, workers, students, and executives, established a base for technical experiences in the occupational areas of publishing and printing. Martin (61) gathered suggestions through conferences and group meetings of specialists for improving instructional methods in printing.

*Graphing*—Cleveland (16) canvassed the need for study of the non-vocational making of charts, diagrams, maps, and sketches in the community. Heilig (38) and his committee cataloged all available types of graphs for curriculum use.

*Safety*—Studies to promote safe work practices in the shops are increasing. Many states and institutions are active in such studies, and new shop books are stressing safe construction procedures through integration. Smith (81) covered all aspects of shop safety. Estabrooke (25) surveyed practices among shop teachers in Pennsylvania. Schaudé (80) studied 766 accidents in three hundred cities and found accidents resulting from the use of hand tools most common, with the chisel being charged with the greatest number of accident frequencies.

### **Influence of Teacher Education**

There is a strongly growing recognition of the influences on all public-school curriculums of the teacher-education institutions. Trends of philosophy and practices in the colleges are reflected in the public schools.

The American Association of Industrial Teacher Trainers sponsored a survey by Fryklund (29) that covered ninety institutions and their faculties, aims, offerings, directed teaching, projected changes, and points of general interest. Directed teaching seems to deserve continued study according to the listing of twenty recommended researches. Already several studies relating to directed teaching are under way. Landis (52) reported comprehensively on teacher education in industrial education in Illinois by investigation of the teachers in the secondary schools. Stoner's study (84) of eleven teacher-education institutions in Ohio resulted in the adoption of a set of guiding principles for evaluating and accrediting industrial arts teacher education in Ohio. Belanger (6) studied the immediate, day-to-day problems and difficulties of selected industrial arts teachers of Minnesota and compared the findings with their teacher training and experience patterns. Difficulties were in selection and organization of subjectmatter, teaching technics, course of study preparation, and lesson planning. The personal library of industrial arts teachers is usually inadequate according to Kerr (47).

### **Budgetary Relations, Equipment, and Service**

Equipment and financial problems are associated with curriculum functions. Parkes (73) studied the costs of vocational industrial education in second-class school districts in Pennsylvania and found that the average per pupil operating cost in eleven cities was \$94.36. Britton (10) reported on the costs of instruction in nine vocational schools in Wisconsin. Buechner (11), in cooperation with seventy-five instructors, prepared a code of principles for industrial arts finance. A score card for evaluating, improving, and constructing industrial arts programs was developed by Weber (92).

Rose and Van Duzee (77), Pitsinger (75), Yaekle (97), Ghramm (32), and Meairs (63) contributed leading reports on equipment selection. An objective tool-index method of determining equipment lists was reported by Klehm (50). When his procedure is applied there would seem little reason for overequipping, underequipping, or for poor distribution of tools. Sources of materials which are free for the asking were cataloged by Groneman (34). Karnes (46) reported a new industrial arts experimental shop for try out of instructional materials.

There is a rapid trend toward the general shop in Grades VII to XII if a sampling of two hundred schools in Michigan is an indication. Chamberlain (13) reported that in these schools class size is sixteen to twenty pupils and the subjects taught in order are woodworking, metalworking, mechanical drawing, electrical working, and concrete working. Home work-shops also are growing in number.

Interest in shop work for girls is increasing. Leming (54), Luse (56), McCauley (57), McFarland (58), and Werner (93) have reports relating to the selection and organization of materials suitable for girls. McHenry



(59) reported on student elimination in relation to school records. He found that school records meant little to teachers and administrators in secondary schools but if properly used were of vital aid in holding secondary-school pupils.

### Methods of Teaching and Testing

*Mechanical drawing*—Birkeland (8) evaluated the oral method and the textbook method of instruction in drafting by means of experimental classes. The differences in gains by the oral method were not significant. Mechanical drawing offers objective situations that enable experimentation more readily than does shopwork. Josserand (44) found that teaching drafting by models and sketching was more effective than teaching with the usual equipment. Morgan (68) studied the relative value of models and textbook, and the textbook alone, in teaching mechanical drawing. Nicholas (70) substantiated the beliefs of most mechanical drawing instructors that blueprint reading should precede the study of drafting.

*Pupils*—Fleming (27) studied three thousand students who were enrolled for more than one semester in a vocational high school to determine the relation between previous school records and vocational school success. Low correlations are to be expected if the theory of unique traits is valid. Hafer (36) evaluated personality and intellectual traits of pupils who elected and those who did not elect industrial arts courses.

*Tests*—Student machinists and patternmakers were used in validating one thousand facts of chemistry by Ardussi (4). Zinn (98) validated comprehensive trade tests for technical information in printing. Reed (76) reported a midget wiggly block test validated on high-school boys—better for machine shop than for general shop selection.

*Teaching to think*—What do industrial arts teachers do to train pupils in how to think, as well as what to think? Howard (40) canvassed 110 instructors in the Middlewest and found wide use of pupil planning and pupil evaluating technics for projects made in the shops. These technics are worthy of examination by persons interested in developing the problem-solving technic of teaching shop work. The promotion of thinking habits in the power laboratory was studied by Wittick (94). Hackworth (35) compared results in self-motivated and traditional shop classes.

*Reading*—Jeske (43) determined the incidence of reading interests of one thousand industrial arts boys ranging in age from twelve to seventeen years. The way books are written has a decided bearing on the number of readers. There must be organization and design, accuracy, clear writing, and much illustrative material. Ludwig (55), confronted with reading difficulties of machine shop pupils, studied their vocabularies in relation to the texts used. Micheels (64) discarded the traditional class period to join with arts and home economics in establishing a unified arts program.

*Objectives*—Struck (86) released the most useful report of this period, dealing with creative teaching. It is helpful to prospective teachers and to

teachers in service, whether in industrial arts, trade education, home economics, agricultural education, municipal training, or commercial education. Lee (53) revised the symposium report on objectives and problems of vocational education.

### Bibliography

1. AMERICAN FEDERATION OF LABOR. *Labor and Education*. Washington, D. C.: the Federation, 1939. 77 p.
2. AMERICAN YOUTH COMMISSION. *Next Steps in National Policy for Youth*. Washington, D. C.: American Council on Education, 1941. 18 p.
3. ANDERWALD, CARL J. *Automotive Training Needs in Central New York*. Ithaca, N. Y.: Cornell University, 1940. 39 p.
4. ARDUSSI, JOHN R., JR. *An Evaluation by Student Machinists and Pattern-Makers of Factual Matter Taught in Related High School Chemistry*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1938. 96 p.
5. BARICH, DEWEY F. *Educational Implications of the Occupations in One Division of the Automobile Industry in Flint, Michigan*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1939. 45 p.
6. BELANGER, AURILIE J. *Teaching Problems and Classroom Difficulties*. Master's thesis. Minneapolis: University of Minnesota, 1941. 111 p.
7. BELL, HOWARD M. *Youth Tell Their Story*. Washington, D. C.: American Council on Education, 1938. 273 p.
8. BIRKELAND, BIRDEEN. *Related Materials in Mechanical Drawing*. Master's thesis. Minneapolis: University of Minnesota, 1939. 90 p.
9. BOWLER, EARL M. "National Defense Training Objectives." *Industrial Arts and Vocational Education* 30: 111; March 1941.
10. BRITTON, RUSSELL K. *Extending Vocational Education Opportunities through the Control of Instructional Costs*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1940. 77 p.
11. BUECHNER, JOHN J. *Industrial Arts Finance*. Master's thesis. Oxford, Ohio: Miami University, 1940. 107 p.
12. CAMPION, HOWARD A. *The Vocational Schools of Essex County*. New York: National Occupational Conference, 1939. 167 p.
13. CHAMBERLAIN, DUANE G. *A Study of Shopwork in Small High Schools in the State of Michigan*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1940. 42 p.
14. CHARLICK, LEROY E. *General Printing*. Lincoln Park, Mich.: Department of Industrial Education, 1940. 100 p.
15. CLAUDE, JOHN. "Progress of School Shops 1924-1939." *Industrial Arts and Vocational Education* 28: 8-10; January 1939.
16. CLEVELAND, WILLIAM R. *Non-Vocational Course Content in Graphic Representations*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1938. 92 p.
17. CUSHMAN, FRANK. *Training Procedure*. New York: John Wiley and Sons, 1940. 230 p.
18. DETROIT PUBLIC SCHOOLS. *Analysis of the Trade of General Machine Shop*. Detroit, Mich.: Board of Education, 1939. 130 p.
19. DETROIT PUBLIC SCHOOLS. *Courses of Study*. Detroit, Mich.: Board of Education. "General Drafting," 1938, 80 p.; "Patternmaking," 1939, 81 p.; "Woodworking," 1939, 137 p.; "Household Mechanics," 1940, 167 p.
20. DUNWOODY INDUSTRIAL INSTITUTE. *Job Analyses*. Chicago, Ill.: American Technical Society, 1940. Five sets.
21. ECKERT, RUTH E., and MARSHALL, THOMAS O. *When Youth Leave School*. Report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. New York: McGraw-Hill Book Co., 1939. 360 p.
22. EDWARDS, HAMP S. *A Vocational Education Program for the Lower Rio Grande Valley of Texas, Based upon Needs*. Master's thesis. Fort Collins, Colo.: Colorado College of Agriculture and Mechanic Arts, 1939. 219 p.
23. EDWARDS, JAMES FLOYD. *Consumer Education in Industrial Arts*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1940. 55 p.

24. ENSOR, MARSHALL HAMILTON. *Teaching Radio by Radio*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1940. 168 p.
25. ESTABROOKE, EDWARD C. *Safety and Health Instruction and Practice in School Shops*. Doctor's thesis. State College, Pa.: Pennsylvania State College, 1939. 213 p.
26. FINSTERBACH, FREDERIC C. "Industrial Arts in the Defense Program." *Industrial Arts and Vocational Education* 30: 107-108; March 1941.
27. FLEMING, JOSEPH W. "Predicting Trade-School Success." *Industrial Arts and Vocational Education* 27: 315-18, 365-67, 422-26; October, November, December 1938.
28. FORDSON PUBLIC SCHOOLS. *Auto Mechanics*. Dearborn, Mich.: Board of Education, 1940. 25 p.
29. FRYKLUND, VERNE C. *Industrial Arts Teacher Education in the United States*. Bloomington, Ill.: McKnight and McKnight, 1941. 112 p.
30. FRYKLUND, VERNE C. "They Are Different." *Education* 60: 586-90; May 1940.
31. FRYKLUND, VERNE C. "Trends in Trade Education." *Nation's Schools* 27: 35, 48; February 1941.
32. GHAMM, WILLIAM MCKINLEY. *A Plan for Reorganizing the General Shop of the Junior High School*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1940. 53 p.
33. GLEASON, WALTER E. "Qualifying Our City Boys for Semiskilled Jobs." *Nation's Schools* 27: 44-45; February 1941.
34. GRONEMAN, CHRIS H. "Teaching Materials for Industrial Education." *Industrial Arts and Vocational Education* 28: 272-78; September 1939.
35. HACKWORTH, W. H. *Self-Motivated Shop Classes versus Traditional Classes*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1939. 119 p.
36. HAFFER, ERNEST B. *An Evaluation of Some of the Personality and Intellectual Differences between Those Pupils Who Elect and Who Do Not Elect Industrial Arts Courses in Certain Rural Schools in Adams and Brown Counties, Ohio*. Master's thesis. Oxford, Ohio: Miami University, 1940. 88 p.
37. HAMILTON, JOHN V. *Improving the Efficiency of the Trade School of Chanute, Kansas*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1939. 134 p.
38. HEILIG, HERB. *Graphic Analysis*. Committee report. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1939. 138 p.
39. HILL, LESTER V. "A Follow-Up Study." *Industrial Arts and Vocational Education* 28: 359-61; November 1939.
40. HOWARD, ROY E. *Developing Habits of Planning Orderly and Methodical Procedures in the Performance of Industrial Arts and Vocational Work*. Master's thesis. Detroit, Mich.: Wayne University, 1940. 121 p.
41. JARVIS, J. A., and HOWARD, R. E. *General Metals*. Flint, Mich.: Department of Industrial Education, 1938. 123 p.
42. JEPSEN, ERNEST C. *A Procedure for Determining the Content of a Course of Study for Automobile Drivers*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1938. 114 p.
43. JESKE, WALTER H. *Incidence of Reading Interests of Shop Boys*. Master's thesis. Detroit, Mich.: Wayne University, 1939. 105 p.
44. JOSSERAND, LOUIS L. *The Evaluation of a Method of Teaching Ninth Grade General Drafting*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1940. 109 p.
45. KARCH, ROBERT R., and JARVIE, L. L. "Job Activities in Publishing and Printing." *Industrial Arts and Vocational Education* 29: 12-17; January 1940.
46. KARNES, RAY. "An Industrial-Arts Experimental Shop." *Industrial Arts and Vocational Education* 30: 101-102; March 1941.
47. KERR, JAMES THOMPSON. *A Study of the Libraries of Industrial Arts Teachers and More Particularly of Those Doing Graduate Work at Pittsburg during the Summer of 1937*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1938. 42 p.
48. KERSEY, VIERLING. "Trained Men for the Aircraft Industry." *Nation's Schools* 27: 38-39; February 1941.
49. KING, KENNETH A. *A Study of Needs in Mechanical Drawing Subject Matter as Indicated by Employers in Grand Haven, Michigan*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1940. 53 p.

50. KLEHM, WALTER A. "Determination of Equipment Lists." *Industrial Education Magazine* 40: 63-69, 194-203, 249-52; March, September, November 1938.
51. KOEFKE, C. A. "A Job Analysis Survey." *Occupations* 12: 15-34; June 1934.
52. LANDIS, RUSSELL H. *Teacher Education Programs and the Preparation and Teaching Positions of Industrial Education Teachers in Illinois*. Doctor's thesis. State College, Pa.: Pennsylvania State College, 1940. 184 p.
53. LEE, EDWIN A., editor. *Objectives and Problems of Vocational Education*. Revised edition. New York: McGraw-Hill Book Co., 1938. 476 p.
54. LEMING, LAWRENCE S. *Practical Mechanics for Girls*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1940. 110 p.
55. LUDWIG, OSWALD A. "Vocabulary Study of Machine-Shop Texts." *Industrial Arts and Vocational Education* 28: 320-21; October 1939.
56. LUSE, EUGENE E. *Home Mechanics for Senior High School Girls*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1940. 38 p.
57. MCCAULEY, O. D. *Home Mechanics for Girls*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1940. 35 p.
58. MCFARLAND, JAMES R. *Home Mechanics for Junior High School Girls*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1940. 113 p.
59. MCHENRY, RAYMOND B. "Student Elimination versus School Records." *Industrial Arts and Vocational Education* 29: 46-47; February 1940.
60. MADISON PUBLIC SCHOOLS. *Teaching Industrial Arts in Wisconsin Schools*. Madison, Wis.: Board of Education, 1938. 102 p.
61. MARTIN, JERRY L. *A Plan To Improve Instructional Methods in Elementary Printing*. Master's thesis. Pittsburg, Kans.: State Teachers College, 1938. 92 p.
62. MEAIRS, FREDERICK LEWIS CLAYTON. *Reorganization of a Unit Woodwork Shop into a General Shop*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1939. 127 p.
63. MEYER, EDWIN D. "Follow-Up Study of Industrial-Arts Graduates." *Industrial Arts and Vocational Education* 30: 11-12; January 1941.
64. MICHEELS, WILLIAM J. "Unifying the Arts in High School." *Curriculum Journal* 10: 22-24; January 1939.
65. MILLS, RALPH R. *Industrial Arts Opportunities in Fifty Rural and Village Schools in Southwestern Ohio as Shown by the Weber Score Card*. Master's thesis. Oxford, Ohio: Miami University, 1938. 50 p.
66. MILLS, RALPH R. *Industrial Arts Opportunities in Fifty Rural and Village Schools in Southwestern Ohio as Shown by the Weber Score Card*. Master's thesis. Oxford, Ohio: Miami University, 1938. 50 p.
67. MOEHLMAN, ARTHUR B. "Let's View It Broadly." *Nation's Schools* 27: 34, 38; February 1941.
68. MORGAN, NORMAN W. *A Controlled Experiment on Relative Value of Models and Textbook versus the Textbook in the Teaching of Mechanical Drawing*. Master's thesis. State College, Pa.: Pennsylvania State College, 1938. 43 p.
69. MOWBRAY, GEORGE H. *Course in Problems of Automobile Ownership*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1939. 21 p.
70. NICHOLAS, CLEMENS. "Functional Method of Teaching Mechanical Drawing." *Industrial Arts and Vocational Education* 29: 60-62; February 1940.
71. NORTON, THOMAS L. *Education for Work*. Report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. New York: McGraw-Hill Book Co., 1939. 263 p.
72. PANCOST, MAURICE H. *Chemical Information for Beginning Workers in Metal Working Plants at Lansing, Michigan*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1938. 64 p.
73. PARKES, GEORGE H. *The Comparative Cost of Vocational Industrial Education in Certain Second-Class School Districts in Pennsylvania*. Doctor's thesis. State College, Pa.: Pennsylvania State College, 1939. 113 p.
74. PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION. *Industrial Arts for Secondary Schools*. Bulletin 331. Harrisburg, Pa.: Department of Public Instruction, 1939. 175 p.
75. PITSINGER, ARTHUR R. *Planning a General Shop for the Small High School*. Master's thesis. Oxford, Ohio: Miami University, 1938. 145 p.
76. REED, HOWARD O. "The Midget Wiggly Block Test for Mechanical Ability." *Industrial Arts and Vocational Education* 30: 153-54; April 1941.

77. ROSE, HOMER C., and VAN DUZEE, R. R. "Planning and Equipping an Industrial Arts Department." *Industrial Arts and Vocational Education* 28: 349-56; November 1939.
78. ROSSOW, CLARENCE H. *A Study of the Responsibilities of the Wisconsin Part-Time Schools Relative to the Provision for Extension Education for Apprentices*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1938. 120 p.
79. RUSSELL, JOHN DALE, and OTHERS. *Vocational Education*. Prepared for the Advisory Committee on Education. Staff Study No. 8. Washington, D. C.: Government Printing Office, 1938. 322 p.
80. SCHAUDE, RALPH H. *A Study To Determine a Safety Program for Industrial Arts Shops*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1938. 93 p.
81. SMITH, J. WARREN. *Safety Education*. Industrial Education Series, Bulletin No. 2. Raleigh, N. C.: State College, 1939. 23 p.
82. SMITH, SAMUEL C. *A Survey of the Teachers and Teaching of Trade and Industrial Subjects in the Public Schools for Negroes in North Carolina*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1940. 70 p.
83. STARK, MENZO H. *Industrial Arts Opportunities in the County Schools of Ohio*. Master's thesis. Oxford, Ohio: Miami University, 1940. 69 p.
84. STONER, WILLIAM D. *Industrial Arts Teacher Education in Ohio*. Doctor's thesis. Columbus: Ohio State University, 1940. 164 p.
85. STROUD, VADEN H. *Pre-Engineering and Technical Service Curricula Based on the Vocational Interests of High School Boy Students*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1940. 150 p.
86. STRUCK, FERDINAND THEOPHORE. *Creative Teaching*. New York: John Wiley and Sons, 1938. 623 p.
87. STUDEBAKER, JOHN W. *To Expand the Program of Training for National Defense through Schools and Colleges*. Federal Security Agency, U. S. Office of Education, Misc. 2400 N.D.-1. Washington, D. C.: Government Printing Office, 1940.
88. TARBELL, ROBERT W. "Training for National Defense." *Industrial Arts and Vocational Education* 30: 105-106; March 1941.
89. TEXAS STATE DEPARTMENT OF VOCATIONAL EDUCATION. *Machinist Trade*. Apprentice Manual. Austin, Texas: the Department, 1940. Part I, 126 p.; Part II, 48 p.
90. VAN HORN, PAUL J. *The Manipulative Performances and Related Information To Be Taught in an Industrial Arts Course in Auto Mechanics*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1938. 167 p.
91. VOCATIONAL EDUCATION PROGRAM FOR NATIONAL DEFENSE. *Unit Courses*. Albany, N.Y.: University of the State of New York. "Blue Print Reading," 1940, 68 p.; "Measurement," 1940, 65 p.; "Heat Treatment of Metals," 1940, 51 p.; "Beginning Machine Shop," 1940, 50 p.; "Bench Work," 1940, 88 p.; "Drill Press Work," 1940, 42 p.; "Electronics," 1941, 147 p.
92. WEBER, MARSHALL J. *The Construction of a Score Card That May Be Used in Evaluating, Improving, and Constructing Industrial Arts Programs in Small Rural and Village Junior High Schools*. Master's thesis. Oxford, Ohio: Miami University, 1938. 82 p.
93. WERNER, ELLEN A. *A Program of Home Mechanics for Senior Girls*. Unpublished report of a problem. Pittsburg, Kans.: State Teachers College, 1940. 73 p.
94. WITTICK, EUGENE C. *The Promotion of Thinking Habits in the Power Laboratory Course of the Chicago University High School*. Master's thesis. Fort Collins, Colo.: Colorado State College of Agriculture and Mechanic Arts, 1939. 100 p.
95. WOAL, S. THEODORE. "Job Requirements and Technological Change." *Occupations* 18: 578-82; May 1940.
96. WYLIE, WILLIAM ALLEN, and SKINNER, CLYDE T. *Establishing a Technical Curriculum in a Comprehensive High School*. Master's thesis. Detroit: Wayne University, 1939. 130 p.
97. YAEKLE, WILLIAM A. *An Analysis of the Functional Unit Plan as the Basis for Determining Equipment Needed in the Industrial Arts Shop*. Master's thesis. Oxford, Ohio: Miami University, 1940. 119 p.
98. ZINN, CHARLES F. *The Construction of Comprehensive Trade Tests Embracing Information Used in Relief Printing*. Master's thesis. State College, Pa.: Pennsylvania State College, 1939. 93 p.



## CHAPTER V

### Music<sup>1</sup>

G. D. WIEBE<sup>2</sup>

RESEARCH IN MUSIC HAS, in the past, shown evidence of influence from the disciplines of educational testing and physics. Perhaps a disproportionate part of the literature has dealt with achievement and so-called talent tests. Much work has also been reported on the statistical refinements of these same tests.

In both of these areas (talent and achievement), the search has been for isolated, predictable, manageable elements that could conveniently be measured with numerical indexes. The "talent" tests have sought for those elements *in the listener's organic make-up* dependable traits that would characterize the individual's musical potentiality. The achievement tests have sought for those elements *in the listener's information about music*, dependable indexes that would accurately classify the individual in terms of musical accomplishment. But there has been a dangerous tendency to become absorbed in the quest for basic units and indexes, and intercorrelations between them, with the result that the prime relationships between these units and the main job to be done by educators becomes all but obliterated. The brief and significant question, "So what?" might aptly be asked regarding much research in music education. But the field of music education has exhibited a tendency to proceed either in terms of trial and error plus individual ingenuity or in terms of the laboratory disciplines of physics and statistics. The great range for crucial and practical research which lies between these two extremes has had little attention from those reporting studies in the field of music education.

In general, the common objective of music educators, perhaps more easily stated than implemented, is to place music more vitally in the service of society. Such a purpose as this one constitutes a challenge to music education. Such basic questions as the following await the diligent application of research disciplines: (a) In what operational ways are the stated objectives of music education being accomplished? (b) To what extent do the achievements of music education match the needs of students in contemporary society? (c) What are the unique capabilities and limitations characteristic of students at various stages of physical and psychological growth? (d) To what extent are the objectives of music education stated in cognizance of these capabilities and limitations? (e) To what extent does music education now function in out-of-school life?

It is heartening to observe a trend toward studies which can aid in making the day-to-day teaching of music more skilful, more rational, and

<sup>1</sup> Bibliography for this chapter begins on page 413.

<sup>2</sup> The author is indebted to Richard Cannon and Daniel D. Day for assistance in preparing this article.

more effective. Many of the studies cited in the following pages confirm this trend.

### Music and Correlated Factors

*Background and musicality*—Seashore (50) found the excellence of composers to be more highly correlated with good work habits and previous informal musical opportunities than with formal training and inspiration. In a study of superior Negro children Beckham (5) reported home background and interest to be more important than intelligence in predicting high music aptitude scores. But Friend (22) reported the home environment of forty-two children to be negatively correlated with the children's scores on Seashore tests. Van Alstyne and Osborne (54) found five-year-old Negro children superior to white children in rhythmic tests, but credited the difference to early home background since differences tend to level out in early years of schooling. Dykema (15) reported comparisons of scores on Kwalwasser-Dykema tests taken by over 5,000 students in European countries.

*Sex*—Gilbert (23) found the superiority of women's Kwalwasser-Dykema test scores to be attributable to more musical training. He found no evidence of native superiority in either sex.

*Art*—In a study of intercorrelations among tests of musical, artistic, and mechanical abilities, Morrow (34) found mechanical and artistic abilities to be more highly correlated than either musical and artistic or musical and mechanical abilities among male college students. Farnsworth (20) reported a positive association between music and art ability and personality adjustment among elementary-school children.

*Intelligence*—Kwalwasser (31) reported "the tendency toward mediocrity" in his study of the correlation ( $r = .34$ ) between musicality and intelligence. Groups selected for high and low musicality show a strong trend toward mean intelligence scores. Groups selected for high and low intelligence show a similar tendency toward mean scores in musicality. Ross (46) reported very low positive correlations between Seashore test scores and intelligence. He found that students with superior Seashore scores, however, equalled or exceeded 80 percent of the population in composite scholastic standing. Dean (13) reported intelligence and prior musical training to be of little value in predicting success in sight reading. Karlin (30) analyzed two batteries of tests in an attempt to isolate primary music abilities. He found negligible correlations between scores on music tests and intelligence tests. His findings suggested three primary factors of music ability: tonal sensitivity, memory for elements, and memory for form. Mursell (35) wrote a critical summary of ten publications on correlation between musicality and intelligence. Correlations found in European studies were high as compared with those found in American studies. Mursell suggests that this difference may be attributed to an unfortunate

tendency toward using atomistic indexes as measures of musicality in many American studies.

*Physiological characteristics*—Farnsworth (18) found a tendency toward inverse correlation between auditory acuity and musical ability. The differences were not, in general, statistically significant, but the findings are in the direction indicated by the Adlerian theory of overcompensation for organic inferiority. Wecker (55) reported a study in which totally deaf children were taught to recognize and reproduce rhythms and a few pitches played by concealed orchestral instruments. Jerome (28) reported change of voice in males to be more highly correlated with skeletal age (epiphyses of knee, wrist, and hand) than with either mental or chronological age. Christianson (10) found that rhythmic responses among pre-school children correlate with physiological development in motor coordination but that social inhibitions increase with age and result in decreased overt social-emotional responses.

### Methodology

*Learning to sing*—Drexler (14) found among school children a high correlation of ability to carry a tune with chronological age. But Jersild (29) and Updegraff (53) reported marked improvement of experimental over control groups of pre-school children in response to training in singing. Blind (7) concluded from a study of nineteen monotonies that all monotonies can be taught to sing unless they are physically handicapped. The method used was a gradual enlargement of the pitch range, beginning with the pitch of the students' habitual speech. Jersild (29) reported a study by Sherman of keys in which 5,000 children preferred to sing. Medium keys were preferred; low keys were next; high keys were least liked. High keys became progressively less liked with increasing age.

*Learning to read music*—Bean (4) used a tachistoscopic device for improving the reading of adults and students. He reported, among other findings, the necessity of grasping patterns of notes in cultivating rapid and accurate reading. Wheelwright (57) concluded that notation could be made easier to read by making certain alterations in the shape and the grouping of notes. Ortrmann (37) reported findings on the span of vision in note reading. He found that certain arrangements of notes influence the ease of reading them. Silvey (51) conducted a study of the usefulness of the sol-fa syllables in reading music. From an analysis of nearly 2,000 subjects, he reported serious weaknesses in the sol-fa system. Stelzer (52) constructed a sight-reading scale for organ music. Reliabilities were high. The test items were synthesized from a pre-analysis of 309 organ selections which were well liked by college students.

*Memorizing music*—From a study conducted with experienced piano students, Rubin-Rabson (47) found methods involving pre-study of the score superior to methods involving no pre-keyboard study.

*Tastes and discrimination*—Aizawa (1) studied the lyrics and tunes of songs liked and disliked by eight hundred Japanese school children. Agreement of preferences increased as the school year passed. Structural characteristics liked and disliked were reported. Farnsworth (19) found that tolerance for unusual harmonic combinations increased with increasing age and familiarity with those combinations. The study involved fifth- and eighth-grade and college students. Wray (60) reported studies by Camerea and Eberle which showed that technical analysis is an aid in teaching students to prefer "good" music. Eagleson and Taylor (16) studied the preferences of 75 Negro women for various chords. The paired comparisons technic was used. The triad was best liked; minor thirds and sixths came next; major sevenths and minor seconds were least liked.

### Musical Meanings

In an experiment with 450 college students, Hevner (26) used a unique method for determining the relative effectiveness (meaningfulness) of various elements in musical composition. In order of importance, the three elements which most significantly determine musical meanings were reported as (a) tempo, (b) modality, and (c) pitch. In a second study, Hevner (25) found that slow tempos were characterized as calm, serene, tender, and sad; fast tempos as happy, exciting, graceful, and vigorous; high-pitched music as sprightly and humorous; low-pitched music as sad, majestic, dignified, and serious. Rigg (45) reported an experiment which seemed to substantiate Sarantin's theory which holds that musical meanings may be accurately predicted by specifying the tempo, predominant intervals, mode, harmony, dynamics, rhythm, and staccato or legato to be used in a composition. But Rigg (44) reported that although college students can discriminate between sad and joyful music they show decreasing success as finer discriminations are attempted. In a third study, Rigg (43) found that transpositions of a fifth or an octave up made music sound happier whereas similar transpositions down made music less happy. Smaller transpositions had little effect.

### Music and Emotional Reactions

Capurso (9) had ninety-five grade-school children in the elementary school write one-word descriptions of musical selections. The emotionally unstable differed from the stable students principally in that the former gave more unique words and tended to repeat the same words. Jacobsen (27), using a galvanometric device, found that mental states are affected by music. He recommended a program of mental hygiene through conditioning students to react in specified, desirable fashions to certain music. Loar (32) studied the emotional responses of one subject to the music of Schumann. He reported responses to music to be significantly linked with the subconscious. Moreno (33) treated a professional musician for severe

stage fright by training him to feel creatively and spontaneously during the performance of memorized music. Altshuler (2) reported successful use of music in treatment of groups of mental patients.

### Radio

Wiebe (59) discussed findings from three surveys of students' radio program preferences. He reported a tendency toward increased preoccupation with jazz with increasing age. Erdelyi (17) concluded that the effect of radio upon the sale of popular sheet music is a phenomenon of social pressure rather than a discriminating judgment of the buying public. Fox (21) studied children's preferences for various types of radio programs. The student sample was from twenty-five states. She reported the band to be the favorite type of music. Peter (39) reported a study of radio ownership, listening habits, and program preferences. During a sample week in 1938, 52.5 percent of the total program time was devoted to music. Potter (40) made a survey in California to ascertain the amount and nature and the educational outcomes of radio listening in the schools of that state. The Radio Research Committee of the University of Wisconsin (49) reported substantial success in teaching music information by means of radio programs. The Gildersleeve-Harrison Music Information Tests were used as criteria. Wiebe (58) studied the effect of the "plugging" (frequent performances) of popular songs on students' opinions of these songs.

### General and Administrative

A survey (3) of current practice in granting college entrance credit for music was reported. Welch (56) reviewed the problem of college entrance credits in music and made recommendations. Riemenschneider (42) reported on a questionnaire sent to members of the North Central Association. The most frequent objective stated was "to create love for and interest in music throughout the entire student body." According to his report, buildings, equipment, and libraries were generally less than adequate. Faculty qualifications were "par" and community services were outstanding. Clark (11) concluded from a study of music in Negro schools that music, in general, has been relegated to an unimportant status. Connette (12), from a survey of opinion from in-service teachers, ranked supervisory procedures in the following order of desirability: (a) visitation, conference, and criticism, (b) teachers' meetings, (c) demonstration teaching, (d) group and individual research, (e) directing professional reading, (f) administrative provisions, (g) directing the work of teachers, (h) out-of-town agencies, and (i) letters and bulletins.

Peckstein and Monk (38) studied the musical activities of the 57 percent of students in an urban high school who earned high scores on the Kwalwasser-Dykema tests. They reported no participation in musical activity other than required classes for 47 percent of these students. Other findings



and recommendations were reported. From questionnaires filled out in 291 college examination centers, Beggs and Brigham (6) concluded that only half of those centers had phonographs which would rate C+ or above on a scale of quality ranging from A+ down to D-.

## Reviews and Bibliographies

Borchers (8) reviewed and commented on eighteen researches in music. He dealt with studies in talent testing, violin and vocal vibrato, tone quality of piano and voice, the whole and part method of learning music, and the teaching of rhythm. Haydon (24) summarized new and interesting practices reported from forty departments of music (college level). Quarles (41) prepared a bibliography of one hundred books considered important in the field of music education. Schoen (48) reported an extensive bibliography of the periodical literature in the experimental psychology of music up to the year 1936. Mursell (36) reviewed sixty psychological researches in music education.

## Bibliography

1. AIZAWA, M. "The Musical Taste of School Children." *Tohoku Psychological Folia* 6: 111-26; 1938.
2. ALTSHULER, I. M. "Rational Music-Therapy of the Mentally Ill." *Proceedings. Music Teachers National Association. Pittsburgh: the Association (Treas.: O. W. Demmler, 217 Dalzell Ave.), 1939. p. 153-57.*
3. AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS JOURNAL. "Summary of Studies Reported; Entrance Credit for Music." *American Association of Collegiate Registrars Journal* 14: 61-62; October 1938.
4. BEAN, KENNETH L. "Experimental Approach to the Reading of Music." *Psychological Monographs*, Vol. 50, No. 6, Whole No. 226. Columbus: Ohio State University, American Psychological Association, 1938. 80 p.
5. BECKHAM, ALBERT S. "A Study of Social Background and Musical Ability of Superior Negro Children." *Psychological Bulletin* 37: 509; July 1940.
6. BEGGS, GEORGE E., JR., and BRIGHAM, C. C. "And How Is Your Phonograph?" *Music Educators Journal* 26: 44-46; March 1940.
7. BLIND, E. E. "An Experiment with Monotones." *Music Educators Journal* 24: 37-39; March 1938.
8. BORCHERS, O. J. "The Psychology of Music in Relation to Music Education." *Proceedings. Music Teachers National Association. Pittsburgh: the Association (Treas.: O. W. Demmler, 217 Dalzell Ave.), 1937. p. 67-78.*
9. CAPURSO, ALEXANDER A. "Written Responses in a Musical Situation as a Function of the Stability of Emotional Behavior." *Journal of General Psychology* 23: 289-304; October 1940.
10. CHRISTIANSON, HELEN. "Bodily Rhythmic Movements of Young Children in Relation to Rhythm in Music." *Contributions to Education*, No. 736. New York: Teachers College, Columbia University, 1938. 196 p.
11. CLARK, EDGAR R. "Music Education in Negro Schools and Colleges." *Journal of Negro Education* 9: 580-90; October 1940.
12. CONNETTE, EARLE. "Supervisory Procedures and Their Relative Desirability." *Journal of Educational Research* 32: 182-94; November 1938.
13. DEAN, CHARLES D. "Predicting Sight-Singing Ability in Teacher-Education." *Journal of Educational Psychology* 28: 601-608; November 1937.
14. DREXLER, E. N. "A Study of the Development of the Ability To Carry a Melody at the Preschool Level." *Child Development* 9: 319-32; September 1938.
15. DYKEMA, P. W. "An International Study of Musical Talent." *Thirtieth Yearbook. Chicago: Music Educators National Conference, a department of the National Education Association, 1937. p. 94-96.*

16. EAGLESON, ORAN W., and TAYLOR, LILLIAN E. "A Study of Chord Preference in a Group of Negro College Women." *Journal of Experimental Psychology* 26: 619-21; June 1940.
17. ERDELYI, MICHAEL. "The Relation between 'Radio Plugs' and Sheet Sales of Popular Music." *Journal of Applied Psychology* 24: 696-702; December 1940.
18. FARNSWORTH, PAUL R. "Auditory Acuity and Musical Ability in the First Four Grades." *Journal of Psychology* 6: 95-98; 1938.
19. FARNSWORTH, PAUL R. "Changes in Musical Taste." *Journal of Musicology*, Vol. 1, No. 2: 1-4; 1939.
20. FARNSWORTH, PAUL R. "Ratings in Music, Art, and Abnormality, in the First Four Grades." *Journal of Psychology* 6: 89-94; 1938.
21. FOX, FLORENCE C. *Children's Preferences in Radio Programs*. U. S. Dept. of the Interior, Office of Education, Circular No. 17. Washington, D. C.: Government Printing Office, 1930. 8 p.
22. FRIEND, RUBY S. "Influences of Heredity and Musical Environment on the Scores of Kindergarten Children on the Seashore Measures of Musical Ability." *Journal of Applied Psychology* 23: 347-57; June 1939.
23. GILBERT, G. M. "Sex Differences in Musical 'Aptitude' and Training." *Psychological Bulletin* 37: 508-509; July 1940.
24. HAYDON, GLEN. "Musicology and Performance." *Proceedings. Music Teachers National Association*. Pittsburgh: the Association (Treas.: O. W. Demmler, 217 Dalzell Ave.), 1940. p. 80-87.
25. HEVNER, KATE. "The Affective Value of Pitch and Tempo in Music." *American Journal of Psychology* 49: 621-30; October 1937.
26. HEVNER, KATE. "Studies in Expressiveness of Music." *Proceedings. Music Teachers National Association*. Pittsburgh: the Association (Treas.: O. W. Demmler, 217 Dalzell Ave.), 1938. p. 199-217.
27. JACOBSEN, O. IRVING. "Use of Music in an Educational Program of Mental Hygiene." *Journal of Experimental Education* 8: 399-402; June 1940.
28. JEROME, ELDON K. "Change of Voice in Male Adolescents." *Quarterly Journal of Speech* 23: 648-53; December 1937.
29. JERSILD, ARTHUR T. "Music." *Child Development and the Curriculum*. Thirty-Eighth Yearbook, Part I, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1939. Chapter 6, p. 135-51.
30. KARLIN, J. E. "Music Ability." *Psychometrika* 6: 61-65; February 1941.
31. KWALWASSER, JACOB. "The Tendency toward Mediocrity." *Thirtieth Yearbook*. Chicago: Music Educators National Conference, a department of the National Education Association, 1937. p. 87-88.
32. LOAR, LLOYD. "An Adventure in Musical Psycho-Analysis." *Journal of Musicology* 2: 15-23; May 1940.
33. MORENO, J. L. "Creativity and Cultural Conserves—with Special Reference to Musical Expression." *Sociometry* 2: 1-36; April 1939.
34. MORROW, ROBERT S. "An Analysis of the Relations among Tests of Musical, Artistic, and Mechanical Abilities." *Journal of Psychology* 5: 253-63; 1938.
35. MURSELL, JAMES L. "Intelligence and Musicality." *Education* 59: 559-62; May 1939.
36. MURSELL, JAMES L. "Psychological Research in Music Education." *Advanced School Digest*, Vol. V, No. 4: 73-76; March 1940. New York: Teachers College, Columbia University.
37. ORTMAN, OTTO R. "Span of Vision in Note Reading." *Thirtieth Yearbook*. Chicago: Music Educators National Conference, a department of the National Education Association, 1937. p. 88-93.
38. PECHSTEIN, LOUIS A., and MONK, L. P. "Musical Aptitude in Relation to a High-School Music Program." *School Review* 48: 445-50; June 1940.
39. PETER, PAUL F. "The American Listener in 1940." *Annals of the American Academy of Political and Social Science* 213: 1-8; January 1941.
40. POTTER, GLADYS L. "A Study of the Use of the Radio in a Group of California Schools." *California Journal of Elementary Education* 5: 59-64; August 1936.
41. QUARLES, JAMES T. "Report of the Committee on Literature about Music." *Proceedings. Music Teachers National Association*. Pittsburgh: the Association (Treas.: O. W. Demmler, 217 Dalzell Ave.), 1940. p. 448-61.
42. RIEMENSCHNEIDER, ALBERT. "Music Education in Higher Institutions." *North Central Association Quarterly* 15: 174-84; October 1940.

43. RIGG, MELVIN G. "The Effect of Register and Tonality upon Musical Mood." *Psychological Bulletin* 36: 552; July 1939.
44. RIGG, MELVIN G. "An Experiment to Determine How Accurately College Students Can Interpret the Intended Meanings of Musical Compositions." *Journal of Experimental Psychology* 21: 223-29; August 1937.
45. RIGG, MELVIN G. "Musical Expression: An Investigation of the Theories of Erich Sorantin." *Journal of Experimental Psychology* 21: 442-55; October 1937.
46. ROSS, VERNE R. "Relationships between Intelligence, Scholastic Achievement, and Musical Talent." *Journal of Juvenile Research* 20: 47-64; April 1936.
47. RUBIN-RABSON, GRACE. "The Influence of Analytical Pre-Study in Memorizing Piano Music." *Archives of Psychology*, Vol. 31, No. 220. New York: Columbia University, November 1937. 53 p.
48. SCHOEN, MAX. "Bibliography of Experimental Studies on the Psychology of Music." *Proceedings. Music Teachers National Association*. Pittsburgh: the Association (Treas.: O. W. Demmler, 217 Dalzell Ave.), 1940. p. 498-527.
49. SCHOOL LIFE. "Wisconsin Tests Value of Radio in the Classroom." *School Life* 16: 104-105; February 1931.
50. SEASHORE, ROBERT H. "Psychological Characteristics of Superior Student and Professional Musical Composers." *Psychological Bulletin* 37: 509-10; July 1940.
51. SILVEY, CIEL T. "A Study of Personal Reactions to the Solmization Method of Teaching Music Reading." *Contribution to Education*, No. 193. Nashville, Tenn.: George Peabody College for Teachers, 1937. 82 p.
52. STELZER, THEO. G. "Construction, Interpretation, and Use of a Sight Reading Scale in Oregon Music with an Analysis of Organ Playing into Fundamental Abilities." *Journal of Experimental Education* 7: 35-43; September 1938.
53. UPDEGRAFF, RUTH; HEILIGER, LOUISE; and LEARNED, JANET. "The Effect of Training upon the Singing Ability and Musical Interest of Three-, Four-, and Five-Year-Old Children." *Studies in Child Welfare*, Vol. 14. Iowa City: University of Iowa, January 1, 1938. p. 83-131.
54. VAN ALSTYNE, DOROTHY, and OSBORNE, EMILY. *Rhythmic Responses of Negro and White Children Two to Six*. Society for Research in Child Development Monographs, Vol. 2, No. 4, Serial No. 11. Washington, D. C.: National Research Council, 1937. 63 p.
55. WECKER, KARL. "Music for Totally Deaf Children." *Music Educators Journal* 25: 45, 47; May 1939.
56. WELCH, ROY D. "College Entrance Credits in Music." *Proceedings. Music Teachers National Association*. Pittsburgh: the Association (Treas.: O. W. Demmler, 217 Dalzell Ave.), 1938. p. 145-51.
57. WHEELWRIGHT, LORIN L. "An Experimental Study of the Perceptibility and Spacing of Music Symbols." *Contributions to Education*, No. 775. New York: Teachers College, Columbia University, 1939. 116 p.
58. WIEBE, GERHART D. "The Effect of Radio Plugging on Students' Opinions of Popular Songs." *Journal of Applied Psychology* 24: 721-27; December 1940.
59. WIEBE, GERHART D. "Students' Voluntary Radio Program Choices." *Proceedings. Music Teachers National Association*. Pittsburgh: the Association (Treas.: O. W. Demmler, 217 Dalzell Ave.), 1940. p. 411-20.
60. WRAY, ROBERT P. "Three Controlled Experiments on the Value of Technical Analysis in Teaching Appreciation of Poetry and Music." *Practical Values of Educational Research*. Official Report of 1938 Meeting. Washington, D. C.: American Educational Research Association, a department of the National Education Association, 1938. p. 48-50.

# **Index to This Issue** **Vol. XI, No. 4, Part 1, October 1941**

References are to the beginning pages of discussions, which may be intermittent.

- Activity analysis, 367, 398
- Adjustment, in the family, 387
- Arithmetic, achievement, 372; analysis of social needs, 371; commercial, 371; error studies, 372; problem solving, 372
- Art, 376; ability, 409; analysis of social needs, 376; and life, 376; appreciation, 380; aptitude, 381; college, 377; creative, 379; integration, 376; intelligence and, 381; measurement, 381; preferences, 378; radio, 377; teacher education, 378; teaching, 379; value of, 376, 377
- Attitudes, changes in, 390
- Business education, 369; college, 370
- Certification, 369
- Clerical training, 368
- Commercial education, 367; placement, 368; prediction of achievement, 370; teaching, 369
- Community and school cooperation, 393
- Consumers, education, 367, 373, 389, 393, 401
- Curriculum making, analysis of social needs, 393
- Diet, 393, 394
- Distributive trades, training, 373
- Electrogalvanometric studies, 411
- Emotions, music and, 411
- English, composition, 370; error studies, 369; punctuation, 370
- Family income and expenditures, expenditure patterns, 389
- Family relations, 387
- Graphs, 401
- Health, surveys, 394
- Health education, evaluation, 390; social effectiveness, 394
- High-school pupils, 389
- Home and family life, analysis of needs, 389; curriculum, 389; education for, 387, 393
- Home arts, clothing, 392; curriculum, 389; enrolment, 390; evaluation, 390; foods, 393; home management, 395; measurement, 392; objectives, 389; persistence of pupils, 395; projects, 392; teaching, 392
- Housing, 394
- Industrial arts, 398; analysis of social needs, 399; cost, 402; curriculum, 398; enrolment, 400; equipment, 402; general shop, 402; girls, 402; pupils, 403; safety, 401; teacher education, 401; teaching, 403; tests, 403
- Lunchrooms, 390
- Mathematics, achievement, 372
- Mechanical drawing, 403
- Museums, art teaching, 378
- Music, 408; appreciation, 411; background, 409; bibliography, 413; college, 412; experiential, 409; factor analysis, 409; intelligence and, 409; needed research, 408; objectives, 412; physiological correlates, 410; reading, 410; sex differences, 409; singing, 410; surveys, 412; taste, 411; teaching of, 410
- National defense, trade training, 398
- Needed research, music, 408
- Negro education, vocational education, 400
- Nutrition, 390
- Objectives, 389
- Office, practices, 371
- Persistence in school, 403
- Pictures, preferences, 378
- Placement services, junior, 395
- Platoon organization, 378
- Radio, art teaching, 377; preferences, 412; programs, 412
- Reading, interests, 403
- School population, characteristics, 389
- Science, curriculum, 389; persistence of students, 389
- Secretarial training, 367, 370

- Shorthand, 369; intelligence and, 370  
Social outcomes of education, evaluation, 393  
Socio-economic status, nutrition, 390  
Supervision, appraisal, 412  
  
Teachers, married women, 388  
Tests of significance, 392  
Thinking, teaching, 403  
Trade training, 398; need, 399  
Typewriting, and English, 369, 370; error studies, 369; intelligence and, 370; teaching, 370; transcription, 369  
  
Unit costs, 402  
  
Vocabulary, 403  
Vocational adjustment, 368, 394, 400  
Vocational education, follow-up studies, 368, 394, 399, 400; need, 399  
Vocational opportunities, commercial, 367, 368, 395; industrial, 399



PHYSICAL  
GENERAL I  
NOV. 00

E

VOL

JAN 27 1942

SPENCER ROSS  
GENERAL LIBRARY  
UNIV. OF MICH.

# Review of Educational Research

VOL. XI, NO. 4, PART 2

OCTOBER 1941

THE SOCIAL STUDIES

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

A Department of the

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 Sixteenth St., N.W., Washington, D. C.

## AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

THIS ASSOCIATION is composed of persons engaged in technical research in education, including directors of research in school systems, instructors in educational institutions, and research workers connected with private educational agencies.

### Officers, February 1941-February 1942

**President:** T. R. McCONNELL, University of Minnesota, Minneapolis, Minnesota

**Vice-president:** ARTHUR I. GATES, Teachers College, Columbia University, New York, N. Y.

**Secretary-Treasurer:** HELEN M. WALKER, Teachers College, Columbia University, New York, N. Y.

### Executive Committee

Consists of five members: president, vice-president, secretary-treasurer, the chairman of the Editorial Board, and the immediate past president: CARTER V. GOOD, University of Cincinnati.

### Editorial Board

DOUGLAS E. SCATES, *Chairman*, Duke University, Durham, N. C.

BESS GOODYKOONTZ, U. S. Office of Education, Washington, D. C.

FRANK N. FREEMAN, University of California, Berkeley, Calif.

T. R. McCONNELL, University of Minnesota, Minneapolis, Minn. (President), *ex officio*

HELEN M. WALKER, Teachers College, Columbia University, New York, N. Y. (Secretary-treasurer), *ex officio*

*Applications* for membership should be sent to the secretary-treasurer. Upon approval by the Executive Committee persons applying will be invited to become members.

*Subscriptions* to the REVIEW should be sent to the secretary-treasurer (note address above).

*Orders* for one or more publications, accompanied by funds in payment, should be sent to the American Educational Research Association, 1201 Sixteenth St., N. W., Washington, D. C. For a list of titles see the back inside cover page.

---

Active members of the Association pay dues of \$5 per year. Of this amount \$4 is for subscription to the REVIEW. The REVIEW is published in February, April, June, October, and December.

---

Entered as second-class matter April 10, 1931, at the post office at Washington, D. C., under the Act of August 24, 1912.

## The Social Studies

Reviews the literature for the period ending March 1941. For reviews of earlier literature, see issues dealing with methods of teaching, psychology of elementary- and high-school subjects, and the curriculum.

---

*Review of Educational Research, Official Publication of the American Educational Research Association. Contents are listed in the Education Index.*

---

### TABLE OF CONTENTS

<i>Chapter</i>	<i>Page</i>
I. The Nature and Function of Social Studies in Education . . . . . JOHN A. HOCKETT, <i>University of California, Berkeley, California</i>	421
II. The Curriculum in the Social Studies . . . . . J. MURRAY LEE, <i>Washington State College, Pullman, Washington</i>	429
III. Methods of Learning and Teaching . . . . . WILLIAM E. YOUNG, <i>New York State Department of Education,                Albany, New York</i>	446
IV. School and Community Life in the Social Studies Program . . . . . HOWARD E. WILSON, <i>Harvard University, Cambridge, Massachu-                setts</i>	459
V. Evaluation and Appraisal in the Social Studies . . . . . HOWARD R. ANDERSON, <i>Cornell University, Ithaca, New York</i>	465
Index . . . . .	473  419

This issue of the REVIEW was prepared  
by the Committee on the Social Studies

HOWARD E. WILSON, *Chairman*, Harvard University, Cambridge, Massachusetts

HOWARD R. ANDERSON, Cornell University, Ithaca, New York

JOHN E. HOCKETT, University of California, Berkeley, California

J. MURRAY LEE, Washington State College, Pullman, Washington

WILLIAM E. YOUNG, New York State Department of Education, Albany,  
New York

Copyright, 1941

By National Education Association of the United States  
Washington, D. C.

All Rights Reserved



## CHAPTER I

### The Nature and Function of Social Studies in Education<sup>1</sup>

JOHN A. HOCKETT

THE NATURE AND FUNCTION of social studies in education cannot be precisely determined by strictly research procedures. The nature and scope of the social studies and the purposes for which they are taught in the schools are matters of definition and of judgment reflecting adherence to a set of values and the existence of a philosophy of life and education. Many of the references cited in this chapter cannot be described as research studies but may justifiably be included as representing the best critical thinking of individuals and groups which in numerous cases has emerged from many years' devotion to research and scientific analysis. Discussing the development of research in social studies, Wesley pointed out in the *Encyclopedia of Educational Research* (24) that the period from 1890 to 1916 was characterized by statements of general and somewhat unrealistic objectives, while from about 1916 to 1933 Herculean efforts were made to achieve objectivity. Since 1933 he found less emphasis on statistical studies and more reliance placed upon judgments of values.

#### Analyses of General Social Conditions

Analysis of social conditions, trends, and needs furnishes indispensable data for determining the place and purposes of social studies instruction. The Educational Policies Commission has attempted such an analysis in its *Unique Function of Education in American Democracy* (30). It listed among others factors such as multiplication of the functions of government, necessity of conservation, disintegration of family economy, changed foreign relations, and corporate ownership of wealth. It pointed out that education fosters the social virtues by example, that it is committed to the maintenance and improvement of American society, and that it must prepare young people for associational life and activities. A scholarly analysis of basic forces, trends, and tensions in American culture was presented by Counts (14). As basic forces he included democratic tradition, natural endowment, and technology. Past and present trends and tensions were traced in the areas of family, economy, communication, health, education, recreation, science, art, justice, government, and world relations. With these analyses as a background, he proposed a seven-point challenge to the program of social studies in the schools, indicating an emphasis quite different from that in the traditional school. In a significant report, the Commission on the Social Studies (1) sketched a frame of reference and

<sup>1</sup> Bibliography for this chapter begins on page 427.

presented a statement of philosophy and purpose emphasizing the role of social studies instruction in a period of transition from an age of individualism to one of collectivism. It pointed out the important contribution of the social sciences to the formulation of an American educational philosophy, since this must emerge from a study of the elements, configurations, and trends of American culture.

Another committee, that on social-economic goals of America (25), presented an analysis of ten fundamental needs of all people and pointed out many implications for social studies as well as for the rest of the school program. The ten needs were listed as: (a) hereditary strength; (b) physical security; (c) participation in an evolving culture, including skills, techniques, and knowledges as well as values, standards, and outlooks; (d) an active, flexible personality; (e) suitable occupation; (f) economic security; (g) mental security; (h) equality of opportunity; (i) freedom; and (j) fair play. The Stanford Education Conference (36) presented analyses by authorities in several fields of aspects of American culture and of considerations basic to the formulation of a program of social education. These analyses included basic factors in democracy, control of social change, science and technics, use of natural resources, and welfare levels. As a basis for evaluating the content of courses in modern problems, Stokes (37) developed a list of recent social trends. A preliminary list of twenty-two trends secured from contemporary literature and reports was reduced to six on the basis of the judgments of thirty-nine "frontier thinkers." The following were selected as among the basic trends that should be considered in the problems courses: (a) an increasing population of older people; (b) the increasing unionization of workers; (c) the rise of governmental administrative boards, combining legislative, judicial, and administrative authority; (d) the development of social and health insurance; (e) the organization of cooperatives of various types; and (f) increasing leisure time for many people.

### **Analyses of Specific Social Factors**

Several studies of restricted areas within the broad social scene have appeared recently. These supplement the more general analyses by revealing neglected or needed emphases in the educational program. Six factors which have promoted democracy in the United States were designated by Wesley (43) as follows: the American Revolution, the national debates of the 1830's and 1840's, the Civil War, the frontier, the rural character of America, and the worldwide faith in democracy. He listed as influences opposing democracy the process of urbanization, industrialization, and a growing intolerance. On the basis of this analysis he urged a revitalized civic education, with attention to democratic school administration, an improved curriculum, democratic methods of teaching, and a vital school life, combining intellectual analysis, emotional appeal, and training in skills. Bryson (6) analyzed the kind of character or citizenship essential

to democracy, emphasizing a mature individual, with a sense of freedom, a sense of responsibility and sportsmanship. Two reports from committees of the Progressive Education Association stressed the more immediate social experiences of young people. The Committee on the Function of Social Studies in General Education (33) analyzed the contemporary social setting and its implications for social studies instruction, devoting considerable attention to the needs and problems of the adolescent. Much basic material pertinent to the formulation of a social studies program in the secondary school was presented. Along the same line is the analysis of the needs of adolescents by Thayer, Zachry, and Kotinsky (38). They classified pupil needs into four areas: immediate social relationships, wider social relationships, economic relationships, and personal living. They criticized social studies courses for emphasizing social and economic factors without sufficient application to the immediate social relationships of the adolescent.

The issues and the literature of academic freedom in our times were reviewed by Hunt (21), who concluded that "college and university professors have very large, even if not complete, freedom to investigate, to publish, and to teach, and they have organizations concerned with preserving and extending that freedom. Teachers in the schools appear to have much less freedom. If they are to gain it, however, more than organization, tenure, and 'rights' are concerned. Teacher preparation and selection, teaching load and remuneration, the status of teachers and the attitude of the public towards the function of the public schools are all involved in any real solution." Goodhue and Wilson (17) set forth the results of an analysis of news items on the relations of the United States and the Far East during the period 1925 to 1935. They concluded that the bases of these relations are dominantly economic, and questioned whether current instruction leads pupils to understand the significant areas in our Oriental relations and whether it deals realistically with the important economic factors involved. As a preliminary step in his study of the civic information possessed by children, Burton (7) summarized several studies of problems and concepts considered important for the average citizen. He reported those listed by representative citizens and by frontier thinkers, those determined by analyses of newspapers, magazines, political platforms, and courses of study. Political, economic, and social problems and concepts were included. Brunner (5) analyzed two social trends, the declining birth-rate and the increase in technological efficiency, and indicated implications for instruction in social studies and other subject areas. Malan (22) analyzed the type of reading done by the American people in books, magazines, and newspapers, and urged that high schools make a persistent effort to train for intelligent reading of newspapers in order that a better informed citizenship may be produced. The problem of honesty was discussed by Omwake (31), and evidence on the relative honesty of junior-college freshmen was presented. Her data indicated that convenience and certain types of temptation break down resistance to dishonest con-

duct. Admission by four out of five students that they had cheated on examinations led her to question whether school practices encourage dishonesty. From an analysis of seventeen significant books and 130 issues of four selected periodicals, Church (10) developed a list of 135 problems and 123 trends considered important for an understanding of the Far East. A study of high-school courses and the knowledge possessed by high-school pupils convinced him that more attention should be given to the problems of the Orient.

### **The Nature and Objectives of Social Studies**

Numerous individuals and groups have attempted to define the nature and scope of the social studies and to formulate the objectives of instruction in this area. The Educational Policies Commission (29) concluded that the democratic way of life is the inclusive purpose of American education and indicated four groups of objectives: those of self-realization, human relationship, economic efficiency, and civic responsibility. Wirth (47) presented digests of eleven research studies of objectives for the social studies, the majority of which were unpublished master's theses. Most of the studies involved collecting, classifying, and interpreting statements of objectives gathered from professional literature, courses of study, textbooks, nonprofessional articles, and questionnaires. The studies revealed a multiplicity and confusion of statements. One hopeful trend was indicated: a marked increase in emphasis on the functional aspects of civic education, more attention being given to the making of good citizens than merely to teaching the principles of good government. The fact that instruction in the social studies is conditioned by the spirit and letter of scholarship, by the realities and ideas of society, and by the requirements of the teaching and learning process was stressed by Beard (3). He also emphasized that in a changing world no fixed set of dogmas can be rigidly taught, but that the development of competent, rich, many-sided personalities must be the supreme objective. Later, he presented a more detailed analysis of the nature of the social sciences, collectively and individually (4). He stressed the fact that they are concerned with the social relations involved in all situations. He also emphasized that they are ethical sciences, concerned with the values inherent in situations and relationships.

Merriam (23) defined the scope and goals of civic education, stressing the need to face the realities of the present age and indicating the proper kind of civic education as the route to a much better world. Hughes and others (19) attempted to define the nature of social studies and their place in the school program. Hughes stated in his own frame of reference that the social studies should be the core of the curriculum; that this program should be closely interrelated and continuous from kindergarten through the secondary school for each pupil, and that its chief function is to give a knowledge of the contemporary world and the ability to adjust happily to it. He criticized adversely the attempt to organize the curriculum around

the major functions of social life. As a basis for discussing the social studies curriculum, the fourteenth yearbook (26) presented analyses of the nature of society, of the role of education, and of the nature of the social studies. The social studies were characterized as primarily concerned with human relations and as involving thought as well as knowledge. A critical appraisal of contemporary society and its problems was formulated by Rugg and others (35). Suggested curriculum changes, particularly in the areas included in the social sciences, were indicated as outcomes of the social analysis. It was recommended that curriculum design be based upon continuous planning, that it should provide a rounded day of living, a basic social program, and creative and recreational opportunities for work interests and for development of technics.

Weeks (42) analyzed the differing goals of civic education in a dictatorship and in a democracy, and pointed out some of the difficulties of achieving effective, realistic civic education. Greenan (18) stressed the importance of tolerance, free play of intelligence, scientific thinking, cooperation, and social sensitiveness as social studies objectives, and suggested ways of teaching such attitudes and ideals. The opinions and judgments of teachers with regard to objectives and content of the social studies were set forth in the research bulletin, *Improving Social Studies Instruction* (27). Elementary-school and junior and senior high-school teachers gave judgments on the relative importance of different objectives and on the degree of attainment of each. Similar judgments were expressed on the importance and on the adequacy of teaching in various areas within the field of social studies. In appraising the program of social studies in New York State, Wilson (45) formulated standards describing the nature and functions of an ideal program in this area. He recommended that each school in New York State assume responsibility for arranging its own curriculum; that the curriculum should deal more adequately with pupils' problems in human relations; that the curriculum be in process of continuous development; that each school develop its facilities for a social studies laboratory; and that teachers be adequately prepared for their work. Fields (16) stressed the importance of developing a consciousness of civic responsibilities and described the plan followed in one high school to achieve this aim. Caswell (9) analyzed certain social needs and the school curriculum, arriving at the conviction that fundamental curriculum changes are needed if the school is to meet its obligations in educating for social understanding and sensitivity and equipping its graduates to deal directly with significant contemporary problems. Ball (2) cited evidence that education for citizenship has largely failed to develop citizens who are willing to pay the price for a better world in which to live, and plead for a more widespread social conscience.

The nature and scope of social studies instruction as it might be if lay organizations were free to dominate the curriculum was revealed by Pierce (32) in a comprehensive analysis of the attempts of patriotic, military, peace, fraternal, religious, racial, youth, labor, business, and prohibition groups to influence the work of the schools. A historical account of the



nature and alleged functions and values of the social sciences in American schools during the past century or more was given by Tryon (40). He revealed the influence of national organizations of social scientists, educators, and others on objectives, curriculum, and methods in history, political science, economics, sociology, and social studies. Wilson (46) traced the movements and influences that have led to changed conceptions of the nature and function of social studies in the junior high school, with special reference to fusion courses. He reached the conclusions that these influences have modified both fusion and nonfusion courses, and that both types of courses may be made functional but that neither type is automatically functional. In its analysis of the relationship of education to economic well-being, the Educational Policies Commission (28) urged education for better understanding of industrial relations and of the significance of public expenditures, development of more cooperative attitudes, more adequate education of the consumer, and education for wiser saving. Clark (12) contrasted the economic information needed by the average citizen with that taught in schools, and urged that sweeping curriculum changes be made in order that our people be equipped to meet their personal and group economic problems more effectively.

Hunt, Thorndike, and Clark analyzed the problems involved in developing greater economic literacy and competence. Hunt (20) emphasized efforts made in schools in recent years to achieve this goal. Thorndike (39) emphasized the widespread illiteracy in this area, the need for definite, observable, and, where possible, measurable educational objectives, and suggested some types of learning that seem possible and desirable. Clark (11) indicated something of the scope of an educational program for economic literacy and some of the next steps in achieving it. Arguments were presented by Watts (41) to show that there is considerable agreement among reputable economists on many principles of economics, and that teachers should master and teach those principles. Coleman (13) analyzed some of the essential objectives of consumer education and the difficulties in making such education effective. He concluded that buying information alone is not enough, but that consumers must comprehend the forces in modern economic society antagonistic to their best interests and organize to protect themselves. Cassels (8) indicated factors leading to the rapidly growing field of consumer education and analyzed some of the needs and objectives for consumer education. Wilson (44) pointed out that consumer education involves the development of standards of values in pupils' minds, that it implies knowledge of the economic system as well as buying information, and that it represents not a narrow subject but a contribution to the developing personality of the student. Problems of propaganda and the obligations of the school in teaching its pupils to guard against propaganda were analyzed by a group of educators and social scientists (15). Quillen and Krug (34) reported the general plan of the Stanford Social Education Investigation, a five-year program designed to help teachers clarify their purposes and technics in the teaching of social studies.

## Bibliography

1. AMERICAN HISTORICAL ASSOCIATION, COMMISSION ON THE SOCIAL STUDIES. *Conclusions and Recommendations of the Commission*. Report of the Commission on the Social Studies, American Historical Association, Part XVI. New York: Charles Scribner's Sons, 1934. 168 p.
2. BALL, CHARLES C. "Social Studies for Citizenship." *Education* 58: 390-96; March 1938.
3. BEARD, CHARLES A. *A Charter for the Social Sciences in the Schools*. Report of the Commission on the Social Studies, American Historical Association, Part I. New York: Charles Scribner's Sons, 1932. 122 p.
4. BEARD, CHARLES A. *Nature of the Social Sciences in Relation to Objectives of Instruction*. Report of the Commission on the Social Studies, American Historical Association, Part VII. New York: Charles Scribner's Sons, 1934. 236 p.
5. BRUNNER, EDMUND DE S. "Social Trends and Education." *Educational Forum* 2: 16-24; November 1937.
6. BRYSON, LYMAN L. "Education, Citizenship, and Character." *Teachers College Record* 42: 297-300; January 1941.
7. BURTON, WILLIAM H., and OTHERS. *Children's Civic Information, 1924-1935*. Education Monographs, No. 7. Los Angeles: University of Southern California, 1936. 307 p.
8. CASSELS, JOHN M. "The Rise of Consumer Education." *Education* 60: 268-72; January 1940.
9. CASWELL, HOLLIS L. "Social Understanding and the School Curriculum." *Teachers College Record* 39: 315-27; January 1938.
10. CHURCH, ALFRED M. *The Study of China and Japan in American Secondary Schools*. Doctor's thesis. Cambridge, Mass.: Harvard University, 1940. 305 p.
11. CLARK, HAROLD F. "How Can Economic Illiteracy Be Reduced?" *Teachers College Record* 41: 609-20; April 1940.
12. CLARK, HAROLD F. "What Economic Information Is of Most Worth?" *Teachers College Record* 39: 475-82; March 1938.
13. COLEMAN, JOHN H. "Some Basic Problems of Consumer Education." *Clearing House* 13: 389-93; March 1939.
14. COUNTS, GEORGE S., and OTHERS. *Social Foundations of Education*. Report of the Commission on the Social Studies, American Historical Association, Part IX. New York: Charles Scribner's Sons, 1934. 579 p.
15. ELLIS, ELMER, editor. *Education against Propaganda*. Seventh Yearbook. Cambridge, Mass.: National Council for the Social Studies, 1937. 182 p.
16. FIELDS, HAROLD. "Citizenship Conscious." *Education* 58: 13-17; September 1937.
17. GOODHUE, WILLIAM S., and WILSON, HOWARD E. "What Problems of the Pacific Area Are Important?" *Harvard Educational Review* 8: 359-65; May 1938.
18. GREENAN, JOHN T. "Attitudes and Ideals in Social Studies Teaching." *Social Education* 4: 44-50; January 1940.
19. HUGHES, RAY O., editor. *Elements of the Social Studies Program*. Sixth Yearbook, National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1936. 208 p.
20. HUNT, ERLING M. "Developing Economic Competence through Public Education." *Teachers College Record* 41: 573-86; April 1940.
21. HUNT, ERLING M. "Pressure Groups and Academic Freedom." *Harvard Educational Review* 9: 316-29; May 1939.
22. MALAN, CLEMENT T. "What Should People Read in Democratic Government?" *School and Society* 46: 806-808; December 18, 1937.
23. MERRIAM, CHARLES E. *Civic Education in the United States*. Report of the Commission on the Social Studies, American Historical Association, Part VI. New York: Charles Scribner's Sons, 1934. 196 p.
24. MURRA, WILBUR F.; WESLEY, EDGAR B.; and ZINK, NORAH E. "Social Studies." *Encyclopedia of Educational Research*. (Edited by Walter S. Monroe.) New York: Macmillan Co., 1941. p. 1130-55.
25. NATIONAL EDUCATION ASSOCIATION, COMMITTEE ON SOCIAL-ECONOMIC GOALS OF AMERICA. *Implications of Social-Economic Goals for Education*. Washington, D. C.: the Association, 1937. 126 p.

26. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. *The Social Studies Curriculum*. Fourteenth Yearbook. Washington, D. C.: the Department, 1936. 478 p.
27. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. "Improving Social Studies Instruction." *Research Bulletin* 15: 187-258; November 1937.
28. NATIONAL EDUCATION ASSOCIATION and AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, EDUCATIONAL POLICIES COMMISSION. *Education and Economic Well-Being in American Democracy*. Washington, D. C.: the Commission, 1940. 227 p.
29. NATIONAL EDUCATION ASSOCIATION and AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, EDUCATIONAL POLICIES COMMISSION. *The Purposes of Education in American Democracy*. Washington, D. C.: the Commission, 1938. 157 p.
30. NATIONAL EDUCATION ASSOCIATION and AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, EDUCATIONAL POLICIES COMMISSION. *The Unique Function of Education in American Democracy*. Washington, D. C.: the Commission, 1937. 129 p.
31. OMWAKE, LOUISE. "Honesty Is Relative." *School and Society* 49: 714-16; June 3, 1939.
32. PIERCE, BESSIE LOUISE. *Citizens' Organization and the Civic Training of Youth*. Report of the Commission on the Social Studies, American Historical Association, Part III. New York: Charles Scribner's Sons, 1933. 428 p.
33. PROGRESSIVE EDUCATION ASSOCIATION, COMMITTEE ON THE FUNCTION OF THE SOCIAL STUDIES IN GENERAL EDUCATION. *The Social Studies in General Education*. New York: D. Appleton-Century Co., 1940. 401 p.
34. QUILLEN, ISAAC JAMES, and KRUG, EDWARD A. "The Stanford Social Education Investigation." *Educational Method* 20: 323-27; March 1941.
35. RUGG, HAROLD O., editor. *Democracy and the Curriculum*. Third Yearbook, John Dewey Society. New York: D. Appleton-Century Co., 1939. 536 p.
36. STANFORD EDUCATION CONFERENCE. *Social Education*. New York: Macmillan Co., 1939. 312 p.
37. STOKES, J. BURGHOUS. *The Relation of the Modern Problems Course to Recent Social Trends*. Doctor's thesis. Cambridge, Mass.: Harvard University, 1941. 177 p.
38. THAYER, VIVIAN T.; ZACHRY, CAROLINE B.; and KOTINSKY, RUTH. *Reorganizing Secondary Education*. Commission on Secondary School Curriculum, Progressive Education Association. New York: D. Appleton-Century Co., 1939. 483 p.
39. THORNDIKE, EDWARD L. "Increasing Knowledge and Rationality about Economics and Business." *Teachers College Record* 41: 587-94; April 1940.
40. TRYON, ROLLA M. *The Social Sciences as School Subjects*. Report of the Commission on the Social Studies, American Historical Association, Part XI. New York: Charles Scribner's Sons, 1935. 541 p.
41. WATTS, VERNON O. "Some Hurdles for the Economics Teacher." *Education* 59: 328-33; February 1939.
42. WEEKS, O. DOUGLAS. "The Aims of Civic Education." *Education* 58: 385-89; March 1938.
43. WESLEY, EDGAR B. "New Occasions Teach New Duties." *Harvard Educational Review* 10: 7-18; January 1940.
44. WILSON, HOWARD E. "Consumer Education in the Schools." *Education* 60: 283-90; January 1940.
45. WILSON, HOWARD E. *Education for Citizenship*. New York: McGraw-Hill Book Co., 1938. 272 p.
46. WILSON, HOWARD E. *The Fusion of Social Studies in Junior High Schools*. Harvard Studies in Education, Vol. 21. Cambridge, Mass.: Harvard University, 1933. 211 p.
47. WIRTH, FREMONT P. "Objectives for the Social Studies." *The Contribution of Research to the Teaching of the Social Studies*. Eighth Yearbook. Cambridge, Mass.: National Council for the Social Studies, 1937. Chapter 2, p. 21-43.

## CHAPTER II

### The Curriculum in the Social Studies<sup>1</sup>

J. MURRAY LEE

A CLEAR PICTURE of the development of the social studies curriculum from 1937 through 1940 cannot be obtained by summarizing only the research that would meet the approval of a graduate committee. Numerous reports of successful practice are extremely significant even though they have not been carefully evaluated by objective measures. Materials summarized in this chapter are selected from three sources: (a) a few articles written from such a rich background of experience that their significance cannot be questioned, (b) a number of articles reporting successful practices, and (c) articles that are strictly research.

#### Previous Summaries and General Treatises

Previous reviews relating to the social studies curriculum include Hockett's (58) chapter in the REVIEW OF EDUCATIONAL RESEARCH dealing with the "Curriculum" and the chapters of Wilson (153) summarizing the research on the psychology of the social studies both on the elementary and secondary level. A valuable supplement which is useful in connection with this discussion is the February 1940 issue of the REVIEW covering the "Social Background of Education" (14). As part of the publications of the Commission on the Social Studies, Horn (61) provided a comprehensive summary and synthesis of research findings on problems fundamental to learning and teaching the social studies. The eighth yearbook of the National Council for the Social Studies (8) abstracted a number of research studies in the field of curriculum. Wilson and Murra (152) presented a condensed statement pointing out specific ways in which educational research on problems of teaching the social studies has affected practice "during the past generation."

The most comprehensive questionnaire study of the practices and opinions of 1,764 superior teachers of the social studies on both the elementary and secondary levels was reported in *Improving Social Studies Instruction* (102). It deals with objectives, curriculum content, methods, equipment, community study, teaching controversial topics, and testing. It includes lists of standard tests and textbooks most widely used.

There are a number of excellent articles of a general nature which have sufficient significance to mention. Ayer (5) made an excellent summary of the changing social studies program. Professional books by Bining and Bining (11), Johnson (65), Newlon (108), Schutte (133), Smith (137), and Wesley (150) are comprehensive treatments of the social studies pro-

<sup>1</sup> Bibliography for this chapter begins on page 440.

gram. Statements of developments in the thirty experimental schools have been prepared by McCutchen (84, 85). *Social Studies in General Education* (120) is the comprehensive statement of the philosophy directing the work of the thirty schools. It is valuable for the background which it develops. Bagley (6) analyzed the training and selection of social studies teachers in the United States, and Thomas Alexander (6) provided a comprehensive treatment of the programs and education of teachers of social studies in Europe. *Education and Economic Well-Being in American Democracy* (103) supplied a rich source for considering material in the economic field.

### Status of the Social Studies

*Objectives*—A study (151) of the opinions of 3,327 teachers of the social studies in New York State as to what they felt were the objectives of the social studies yielded the following five as the principal ones: character and citizenship, individual responsibility and social cooperation, sensing trends, tolerance, and understanding present environment. Wirth (8: 21-43) summarized a number of previous studies of objectives. In general, he indicated that such studies as were included in his summary were really of little worth in providing guidance in the field of objectives. His evidence indicates that extreme verbalism has been rampant in developing statements of objectives.

*Development*—There have been several interesting analyses of the historical development of the social sciences. Roorbach (127) has carefully traced the development of the social studies before 1860. Lawson's study (76) showed the pattern of change which has taken place in the past hundred years in the social studies program in ten representative cities. King (70) traced the development of a course in world history. A most interesting study of the development of history in the schools of England was made by Shropshire (135).

*Existing courses*—There have been several delineations of social studies offerings in various states and on various levels. Kellough (66) analyzed offerings in Nebraska, Prentice (117) and Foscue (36) in Texas. Hall (49) surveyed the courses offered in twenty-five junior colleges in California and concluded that too much time is given to university preparatory work. Packard (111) summarized the objectives, content, and methods used in introductory courses in college. Hockett (59) found courses or units in Pacific relations fairly common in the Far West.

*Student opinion*—Several studies of student opinion give interesting leads in considering the curriculum. Mettling (92) questioned 360 high-school seniors. The sociology course was rated as first by 70 percent of the students who had had it, while modern and ancient history were rated as least important. A questionnaire prepared by Harper (54) given to 1,500 seventh- and eighth-graders in the Middlewest indicated that 72



percent of them disliked history. The majority of the reasons for their dislike were "too much memorization, lack of continuity in the material, dull and uninteresting subject matter." CCC men (57) criticized social studies from the standpoint of failure to furnish occupational information, failure to create a sound attitude toward their working world, and failure to arouse interest in current happenings.

### Scope and Sequence

There have recently appeared many proposals for the scope and sequence of the social studies curriculum. A volume edited by Michener (94) contains many suggestions. A number of these have been based on various analyses of human activity. The scope and sequence suggested by the Mississippi program has been published in a number of references by Frederick and others (32, 38, 41, 97, 98). They have also suggested certain grade placement for the problems of life which they list under their areas of human activity (39, 40).

Many of the proposals for scope and sequence have appeared in curriculum bulletins. A few of these have been summarized by Lee and Lee (78). Harap (50) summarized the recommendations of 96 activity curriculums, 61 curriculums, and 19 sequence charts. An extremely helpful article to those who are experimenting with scope and sequence is one by Brown (13). Marshall (88) continues to stress the need of developing an understanding of the total social pattern. He feels that a pupil can be led very early to secure an awareness of the wholeness of social living and its essential processes. Welling (149) outlined a scope involving the social studies and the natural sciences. Sexson (134) presented a useful chart suggesting a pattern of growth that might prove to be a helpful guide in the social studies. Chapters by Brunner and Peters (14) in the issue of the REVIEW dealing with "Social Background of Education" summarized material on social forces and social values which is essential in developing a scope and sequence.

### Combined Courses

*Core courses*—An excellent overview of problems involved in developing a core curriculum has been presented by Leonard (80). He stresses that one of the main difficulties of such work is the problem of teacher insecurity. When they move out of the regular subjectmatter field they feel insecure in dealing with the newer problems. Features of general education on the secondary level have been analyzed by Mackenzie (106). He discussed a number of proposals for the core curriculum. Biddick (10) summarized the important developments growing out of the curriculum program in the Denver secondary schools. Powers and others (106) supplied a detailed discussion of selection of curriculum for general educa-

tion and provided a list of situations and problems with which the individual must deal in the course of his living in a democratic society. They also listed traits and capacities needed by the individual if he is to deal adequately with such situations and problems. These are: (a) careful and critical thinking, (b) significant interests, (c) insights, (d) attitudes and appreciations, (e) values and standards, (f) creative activities, (g) emotional control, and (h) a philosophy of life. They suggested that materials can be organized either according to cultural periods or studies of contemporary knowledge and belief; they recommended a combination.

Featherstone (33) made many suggestions for the development of behaviors rather than the learning of subjectmatter, especially for the non-academic pupil. He says: "I should not begin with an assumption that the subjects must be combined or replanned on some other pattern. I should begin with the assumption that all teachers wish to work in the direction of identical social values. I should then try to help develop better activities within the framework of existing subjects."

*Correlation*—One way to make correlation between subjects more effective is to determine the aspects of one subject which contribute to another subject. Hellmich (55) analyzed junior high-school textbooks in the social studies to discover the mathematics involved. Leibson (79) analyzed biology to show how it can contribute to a study of modern problems. King (69) pointed out the topics common to commercial and social studies courses. Miller (96) showed types of literary materials having significance for social and economic problems. Michener (95) suggested ways of using music in the social studies. Barber (7) described the correlation of American literature and American history around periods. Maynard (89) showed how consumer material would fit into the curriculum. These studies are valuable in that they show phases of one subject which can aid in understanding the concepts of another. Where attempts are being made to correlate subjects, these courses should be carefully worked out on the basis of such studies.

Pond (115) studied the increase in the knowledge of vocational objectives of an experimental group in world history. In the experimental group these objectives were stressed to show how they contributed to social and vocational adjustment of man. Lackey (73) showed that there was little change in certain geographic background material as a result of having had a course in American history.

### **Modern Problems in the Curriculum**

A major emphasis in this period has been on investigations in the field of modern problems. Wood (156) discussed the principles justifying the use of modern problems. Mary Harden (52), in her description of the development of concepts of safety of the class over several years, makes it very apparent that growth is most gradual in understanding the various phases of a problem.

*Controversial issues*—Evidence is accumulating to indicate that in most school situations it is possible to present controversial problems. In support of this position there is a description by Kickhafer (68) of the discussion of strikes and strike technics carried out in the Flint schools while strikes rocked that city. A study of 119 teachers in the Bay area of San Francisco by Turner (144) indicated that most of them felt free to deal with modern problems and that the reason they did not do so was due more to inertia than to community pressure.

*Sources of problems*—A number of studies proposed to select problems for study, utilizing a variety of technics. Oberholtzer (109) analyzed books and periodical literature for a list of problems and generalizations dealing with agriculture. This is helpful but by no means is to be recommended as a research technic which assures adequate coverage of the field. Problems may be omitted or be biased, and generalizations may be erroneous. Goodhue and Wilson (46) analyzed Sunday issues of the *New York Times* for four months of each year during the years from 1925 to 1935 to determine the problems of the Pacific area which are important. The difficulty of using current topics solely for study was clearly shown, for if we assumed that the basis for selecting countries for study was the amount of print devoted to them the Philippines would have been studied in '26, '27, '32-'36; Japan in '25, '29, '30, '32-'36; China in '25-'27, '28-'32; Hawaii in '32 and '35; Samoa in '26. Church (20) analyzed seventeen books and 130 issues of four magazines dealing with China and Japan. This study revealed 135 problems and 123 trends which he supplemented from his background of experience and training with five fields not sufficiently covered by the problems-trends analysis. Such a procedure is valuable in that analyses are not accepted as the final word. Hockett (59) showed how extensive were the courses dealing with the Pacific.

Another basis recommended for the selection of social problems is to determine phases of the social lag and to study them. Olsen (110) stated that this technic will help select the most important of the modern problems which need to be considered and avoid the difficulty of insignificance, of which many modern problem courses are accused. He presented his formula for determining social lag and showed in various areas the principal lags, which he then recommended as a basis for a program.

The Curriculum Society (91) requested suggestions for future issues of *Building America*. Out of 333 replies, the following topics were mentioned in over half of them: "Finding Your Job," "How Our Federal Government Serves Us," "The Farmer's Problem," "News," "War," "Seeing America," and "Applied Chemistry." Miller (96) submitted a list of problems to a group of competent people for judging and found that family relations, thrift, and peace were the most important of her seventeen problems, and that economic problems on the whole rank higher than social problems. A somewhat comparable study was made by Stokes (140, 141) who submitted 22 trends to 55 selected scholars and found that the follow-

ing six trends were most basic to a modern problems course in the opinion of the judges: increasing oldsters, increasing unionization, increasing governmental control, social and health insurance, cooperatives, and increasing leisure time. The questions of high-school seniors were classified by Cameron (17) into four areas: earning a living, handling income, living with others, and personal care.

*Analysis of texts and courses*—Gavian (43) analyzed 420 general and social studies courses for the first six grades. The analysis was to determine the topics about which learnings related to economic competence appear to cluster. She recommended that "consideration be given to the understandings necessary for achieving the democratic control of economic power and a wider distribution of the products of industry and agriculture." Are modern problems being taught through American history courses? An analysis of thirteen American history textbooks which was made by Levine (81, 82) showed that there is little tendency in such books to treat with importance problems in American life in the contemporary aspect. He analyzed these books for fifteen major problems confronting American citizens and found that there was little material on the problems included after 1929. A substantiating study of the slow change of texts was made by Stokes (140). In 1938 he studied the revisions of four texts treating modern problems which had been studied ten years previously by Floyd. He showed "that the emphasis and content of modern problems courses as revealed by textbooks has changed very slowly. Obviously then, a teacher cannot and should not depend solely on a textbook if he wants to keep the course abreast of current trends." Price (119) studied the use of periodicals in the classroom and found that out of 244 schools, 43 percent of the teachers were too busy covering informational requirements to allow time for periodicals.

*Student preferences*—Brooks (12) asked over 1,000 seniors and 1,200 high-school freshmen to indicate ten out of forty-eight problems in which they were most interested. In the first ten in both lists were education and crime, taxation, immigration, types of government, and the depression. Sociological problems obtain more votes from girls while economic and political problems interest the boys.

*Teaching practices*—Studies of teaching practice were made by Stokes (141), Davenport (25), and Kircher (67). These studies in general indicated a widespread use of some type of modern problems course.

*Areas of problems*—Four areas of modern problems seem to receive considerable attention. These are family living, consumer education, propaganda, and housing. Two comprehensive treatments of problems of family living appeared recently (1, 47). These provide basic treatments for curriculum planning in this area. Courses in consumer education have been analyzed by Rivett (125) and Harap (51). From both studies it is clear that such work is offered in a variety of courses such as sciences, social studies, commerce, and home economics. They show how necessary it is for

each school to analyze its own offerings in this area to prevent needless overlapping as well as omissions.

There has been considerable interest in propaganda, undoubtedly due to the publications of the Institute for Propaganda Analysis (62). Other than its publications, one of the most helpful treatments of the problem is the seventh yearbook of the National Council for the Social Studies (29), which acquaints teachers with the basic concepts in the field and supplies them with actual suggestions for teaching. Armstrong and Wood (4) describe a unit on analyzing propaganda in which a teacher of social studies and mathematics cooperated.

One of the main difficulties in the modern problems course is the lack of basic materials. An excellent example of the type that is needed has been supplied by Davies (26) in the field of housing. Clark (22) suggested material on housing to be studied on each grade level. This is illustrative of a development of a vertical strand of material to result in an increased understanding through the grades. The primary difficulty would be to combine several such strands into a social studies program for a given grade level. Troelstrup (143) presented an outline of material on housing. It is illustrative of the type of material against which accusations have been directed as being negative. Its emphasis is definitely on housing lacks. Another study on housing has been reported by Baumgartner (9). His outline is definitely superior to that of Throelstrup for it stresses the achievements in housing as well as the lacks. A survey of conservation education was made by Fogarty (35). He showed the widespread interest in conservation and the types of material supplied through state sources.

*Interesting units*—In the many descriptions of units of work, several stood out as unusual. A class at the University High School at Ohio State studied the question, "What contributes to the making of the modern mind?" Van Til (145) reported this unit in detail and suggested many learning activities carried out. It is an example of a type of social studies program for superior students. Stewart (139) described a period of work with fourteen-year-olds which illustrated how a teacher selected content from enriching and exploring the children's living. Units developed in a continuation school were outlined by Fox (37). They centered around subjects such as labor laws and unions, safeguarding the workers in factories, and workmen's compensation. This article should give social studies teachers a new perspective. It becomes clear that careful curriculum building requires people with a variety of background and experiences.

*Students' knowledge*—The sources of pupils' information on current affairs was shown by Lammers (74) to come first from the radio, second from the daily newspaper, and third from news weeklies. Burton (16) found that there was no marked change in civic information of students from 1924 to 1934, that the economic status of the home was most closely correlated with the amount of information, and that boys were better informed than girls. Tests to determine attitudes toward and understanding



of communism, fascism, and democracy were given to eighty-three seniors by Porter (116). The pupils revealed a rather appalling ignorance of the real meaning of the doctrines about which they "feel" so definitely.

### Learning Experiences

A most comprehensive study of the reaction of students and teachers to learning activities in the social studies was made by Price (118). Most essential activities from the standpoint of the teacher are those which require gathering of information from numerous sources, and recitation and discussion of the facts thus collected. The activities rated as most popular by the students involved a greater element of direct experience and also a greater element of creative activities than those rated highest by the teachers. Teachers seem to place too much emphasis on the printed word and too little on other aids.

*Democracy*—The most helpful volume for providing actual suggestions for improvement is *Learning the Ways of Democracy* (104). Ninety high schools in twenty-seven states were visited to gather the data for the volume. It is rich in its many suggestions and descriptions of actual procedure and learning activities. It is highly significant in showing how much more effective the presentation of outstanding practices can be than merely a survey of average practices. Carrothers (18) reported the vital participation of an American problems class in an election to adopt the city manager plan of government. The students participated to a great extent in this campaign. Another class of seniors published a 200-page booklet history of their own community and sold 1,000 printed copies (131). The Norris School (60) runs its own cooperative. Twenty-five young people of New York spent a summer on a work farm (126). This undoubtedly has value, especially for certain types of overprivileged children. The junior high school at Ann Arbor developed its own camp (146). Two long trips by students were reported by Lucke (83) and Fitzgerald (34). The primary results seem to be the maturing of students through the impact of reality and the increased consciousness of social problems. Opportunities for children to work with others are a very definite need in the rural schools. Wofford (154) made a number of helpful suggestions.

An analysis of the types of learning activities included in forty-three work books was made by Mead (90). Forty-two percent involved collecting data, others such as remembering, expressing oneself, observing, organizing, and comparing ranged from 5 to 10 percent. There was a definite neglect of problem-solving activities.

Some activities are very real, growing out of pupil needs, and others seem most artificial in their emphasis. This latter seems particularly true of those which stress procedures according to the exact form followed in adult life. Two such studies of elections are typical (2, 87). They reported with great enthusiasm that students not only learned how to enter a voting booth but learned how to mark and fold their ballots. They did not seem

to question or worry about the fact that "there was a strong tendency to vote a straight rather than a mixed ticket" or that "appeals are made to the emotions rather than to the intelligence." It would seem that there should be much more concern about where to put the X on the ballot than how to put the X. Another artificial study was one where the class built a room in their classroom (77). The pupils did not like it because their new room was not attractive due to scarred walls and poor lighting. The article described how they built a room inside the classroom, but evidently no attempt was made to improve the appearance of the classroom itself.

*Personal and social adjustment*—One of the most interesting developments in the social studies is the twelfth-grade course to meet pupils' needs. Stelter (138) summarized the development which has taken place in Los Angeles. The units have developed in the areas of personal and social relationships, consumer problems, family relationships, community relationships including vocational, educational, and recreational opportunities, and review of English and arithmetic skills. These units have grown out of the major concerns and interests of students at the twelfth-grade level. A suggested program for problems involving personal and social adjustment has been suggested by Michener (93). There has been a great deal of discussion relating to the need for developing social consciousness. Moore (99) analyzed the reasons 2,500 high-school students gave for having some form of social ambition to be helpful.

In the field of the elementary social studies, one of the most significant developments has been utilizing situations to help students improve their adjustment to personal problems rather than the entire emphasis being placed upon the development of broad, social understandings. Suggestions of possibilities for such a program were discussed by Lee and Lee (78). Wasson (148), in a study of content of children's letters and conversations, listed a large number of social situations and relationships which concerned children. His study provides further suggestions in the same field. Harless (53) described in detail the method of interpreting social behavior for individual students. This is an account of what is being attempted in this field at the P. K. Yonge Laboratory School at the University of Florida. The situation of handling money is studied by Gavian (42) with a small group of children. She concluded that the training given them by their parents is totally inadequate.

### Textbooks

Research on textbooks is primarily of three types: first, studies attempting to analyze reading difficulties; second, analysis of texts to determine treatments given to certain problems; and, third, the analysis of certain biases. Landsittel (75) reported a study to determine the effect of condensation on world histories. While the technics could be criticized, it is clear that the "degree of condensation necessary to tell the history of the world in one volume is utterly fatal to real intelligibility to high school

youth." Hall (48) showed how the difficulty of a text could be measured by submitting passages to students. Wallace (147) showed that students' difficulties in reading geography textbooks were due to a lack of concrete experiences on the part of the pupils and to the fact that the textbook itself at times is not wholly intelligible. Ritter (124) showed that one difficulty is the fact that technical terms have few repetitions in geography texts. This places the responsibility on the teacher in helping students get acquainted with these technical terms. Burnham (15) demonstrated that there is an unnecessarily heavy load of technical terms in geography texts. The war content of early American history texts was analyzed by Cole (24). Only two of these made any attempt to depict the horrors of war. Perpiñan (113) summarized the investigations of textbooks made in various counties. Most of the studies he dealt with were made in the '20's and early '30's. The extremely nationalistic tone of the books has considerable significance today.

Another method of analysis is to determine the treatment given to a topic in a number of texts. An analysis (27) of the Haymarket affair in 1886 in various textbooks showed the emotional bias of the time in the earlier textbooks while the more recent textbooks give a more objective approach. However, the facts cited by many of them are as unreliable today as earlier, indicating a rather decided lack of scholarship. Gilpatrick (45) analyzed seven American history books for their geographical concepts. Three of them showed some real evidence of pointing out the relationship of geographical concepts to history.

Pugh (122) analyzed textbooks by taking passages from them to show bias. He pointed out that "no one has yet heard of the suppression of a civic textbook which presents the American society from the standpoint of the conservative capitalist." A most comprehensive attempt to analyze textbooks is the one carried out under the direction of the National Association of Manufacturers, in which Robley and his associates (105) analyzed a large number of social studies textbooks. This analysis resulted in considerable controversy (132). He concluded that there was not so much evidence of bias as poor scholarship in social science texts. The Rugg Series has been a storm center (101) for a number of years, and Rugg's rebuttal to the attacks appears in *That Men May Understand* (128).

### Environment-Centered Curriculum

During this period there has been marked emphasis upon the community as a factor in building a social studies program. Many references have been adequately summarized by Cook (14: 14-22). A definite attempt will be made to avoid material cited by him. One of the Georgia Curriculum Bulletins (44) is an example of suggestions furnished to the teachers in utilizing the community as a basis for instruction. One fault with this, as with much of this material, is that it neglects to furnish actual data on state conditions.

The need of adapting a curriculum to the social situation and background has been stressed in many writings. Parker (112) has supplied the most vivid description of the social background of children coming from the slum areas in Cincinnati, Ohio. Another community surveyed was one in northern New York (129). Henderson (56) surveyed a small rural county in the south. Clapp (21) described two community school programs, one in a rural area and one in a community of homesteads. Jensen (63, 64) reported on the follow-up of Krey's regional program (72). In general, there was favorable reaction to the work. Her report is an indication that there is a need for more careful case studies of curriculum programs showing pitfalls and failures as well as successes. Both Wood (155) and Mackintosh (86) reported drawing up of a social studies program from community study of different types of communities. Petersen (114) developed a fourth-grade course which stressed the contributions of the nations represented in the local community.

The value of field trips to understand community patterns has been shown by Riggs (123), Scanlan and Weinberg (130), and Eisen (28). Surveys of various phases of the community have been reported. Sutherland (142) showed how children discover profitable and unusual people who can contribute to the school program. Sloan (136), by analyzing the background of college freshmen, showed how a study of their local community can increase their backgrounds. Koopman and Hatch (71) described how college freshmen can be used to make continuous nonoverlapping surveys of various phases of community life. A standard of living survey was reported by Ellis (30). Prosser (121) suggested a technic of surveying the attitudes of a community.

### Understandings

There have been too few studies of the students' understandings of social concepts. This is a field in which a great deal of research could possibly be done. Eskridge (31) found that the following factors influenced growth in the understanding of geographic terms: amount and kind of experience, level of attainment in geography, mental age, and ways in which meanings of terms are verbalized. Chisholm (19) studied high-school students' understanding of tariffs and the Monroe Doctrine. There was a wide range of understanding of these concepts, and juniors and seniors have only a slightly better understanding than have freshmen.

The development of international understanding by means of the curriculum was the subject of a yearbook of the National Society for the Study of Education (107). Several chapters suggest ways in which the various social studies can contribute to international understanding. Anderson (3), in a test of attitudes and understandings toward certain campaign issues, shows clearly that pupils need discussion to clarify concepts. Wide reading in current publications is not sufficient.

## Conclusions

Several needs are clear after summarizing the publications of the last three years. Careful study of student opinion should yield significant information and contribute to both the reorganization of the curriculum and teaching procedures. There were few basic studies made of how understandings, attitudes, and behaviors are developed. Careful planning of the curriculum is definitely needed. It is clear that the development of the individual comes gradually over a period of time. A concept cannot be immediately mastered or a behavior immediately fixed. Recurring opportunities for these learnings should not be left to mere chance. There is a vast amount of material available which is untouched in the usual social studies program. A careful selection of material should be made which will be basic to the understandings which are to be developed.

## Bibliography

1. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Education for Family Life*. Nineteenth Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1941. 368 p.
2. ANDERSON, GRACE M. "Practical Experiments in Student Government." *Social Education* 2: 627-29; December 1938.
3. ANDERSON, HOWARD R. "Testing Attitude and Understanding." *Social Education* 2: 177-80; March 1938.
4. ARMSTRONG, WILLIS C., and WOOD, LA VERGNE. "Analyzing Propaganda." *Social Education* 4: 331-37; May 1940.
5. AYER, FRED C. "The Social Studies in the Changing Curriculum." *Education* 58: 397-405; March 1938.
6. BAGLEY, WILLIAM C., and ALEXANDER, THOMAS. *The Teacher of the Social Studies*. Report of the Commission on the Social Studies, American Historical Association, Part XIV. New York: Charles Scribner's Sons, 1937. 328 p.
7. BARBER, ROGER. "American Thought and Culture." *Social Studies* 29: 164-66; April 1938.
8. BARNES, C. C., editor. *The Contribution of Research to the Teaching of the Social Studies*. Eighth Yearbook. Cambridge, Mass.: National Council for the Social Studies, 1937. 239 p.
9. BAUMGARTNER, JOSEPH C. "A Housing Study—Correlating a National Problem with a Community Project." *Social Education* 4: 470-73; November 1940.
10. BIDDICK, MILDRED L. "Developments in Denver Secondary Schools." *Curriculum Journal* 10: 304-308; November 1939.
11. BINING, ARTHUR C., and BINING, D. H. *Teaching the Social Studies in the Secondary Schools*. Revised edition. New York: McGraw-Hill Book Co., 1941. 378 p.
12. BROOKS, HELEN RHODA. "Student Preferences in Problems of Democracy." *Harvard Educational Review* 7: 215-23; March 1937.
13. BROWN, WILLIAM B. "A New Approach to the Social Studies." *Social Studies* 27: 12-17; January 1936.
14. BRUNNER, EDMUND DES., chairman. "Social Background of Education." *Review of Educational Research* 10: 1-72; February 1940.
15. BURNHAM, ARCHER L. "A Basic Reference List of Geographic Terms for Fourth Grade Geography." *Journal of Geography* 38: 283-88; October 1939.
16. BURTON, WILLIAM H., and OTHERS. *Children's Civic Information, 1924-1935*. Educational Monographs, No. 7. Los Angeles: University of Southern California, 1936. 307 p.
17. CAMERON, DAVID. "A Specially Adjusted Course in Personal and Social Problems." *School Review* 47: 290-98; April 1939.



18. CARROTHERS, CHESTER C. "An Adventure in Community Relations." *Curriculum Journal* 10: 69-72; February 1939.
19. CHISHOLM, RODERICK H. *Studies of High School Students' Understanding of Social Concepts*. Master's thesis. Iowa City: University of Iowa, 1939. 122 p. (Typewritten.)
20. CHURCH, ALFRED M. "What Should Americans Know about the Far East?" *Harvard Educational Review* 10: 454-65; October 1940.
21. CLAPP, ELSIE RIPLEY. *Community Schools in Action*. New York: Viking Press, 1939. 447 p.
22. CLARK, HAROLD F. "Housing and the Curriculum." *Curriculum Journal* 10: 12-14; January 1939.
23. CLARK, HAROLD F. "What Economic Information Is of Most Worth?" *Teachers College Record* 39: 475-82; March 1938.
24. COLE, CARL E. "The War Contents of American History Textbooks." *Social Studies* 30: 195-97; May 1939.
25. DAVENPORT, STANLEY I., JR. "The Teaching of Problems of Democracy." *Social Studies* 30: 64-68; February 1939.
26. DAVIES, JOSEPH EARL. *Fundamentals of Housing Study*. Contributions to Education, No. 759. New York: Teachers College, Columbia University, 1938. 355 p.
27. DONNALLY, WILLIAMS. "The Haymarket Riot in Secondary-School Textbooks." *Harvard Educational Review* 8: 205-16; March 1938.
28. EISEN, EDNA E. "Field Work in Junior and Senior High School." *Journal of Geography* 37: 75-77; February 1938.
29. ELLIS, ELMER, editor. *Education against Propaganda*. Seventh Yearbook. Cambridge, Mass.: National Council for the Social Studies, 1937. 182 p.
30. ELLIS, MILDRED P. "Studying the Local Standard of Living." *Harvard Educational Review* 9: 175-83; March 1939.
31. ESKRIDGE, THOMAS J., JR. *Growth in Understanding of Geographic Terms in Grades IV to VII*. Research Studies in Education, No. 4. Durham, N. C.: Duke University, 1939. 68 p.
32. FARQUEAR, LUCILE J. *Areas of Human Activity and Problems of Life*. Master's thesis. University, Miss.: University of Mississippi, 1937. 244 p. (Typewritten.)
33. FEATHERSTONE, WILLIAM B. "Social Education of the Non-Academic." *Social Education* 3: 163-68; March 1939.
34. FITZGERALD, JOSEPHINE C. "Rural School Sponsors Long Summer Journey." *Curriculum Journal* 12: 213-15; May 1941.
35. FOGARTY, JERRY J. *A Study of State and Regional Programs of Conservation Education in the United States*. Doctor's thesis. Seattle, Wash.: University of Washington, 1941. 250 p. (Typewritten.)
36. FOSCUE, EDWIN J. "The Place of Geography in the Senior High School with Special Reference to Texas." *Journal of Geography* 35: 117-22; March 1936.
37. FOX, BENJAMIN. "The Social Studies Curriculum for the Vocational High Schools." *High Points* 19: 25-30; April 1937.
38. FREDERICK, ORIE I., and FARQUEAR, LUCILE J. "Areas of Human Activity." *Journal of Educational Research* 30: 672-79; May 1937.
39. FREDERICK, ORIE I., and MUSSELWHITE, LLOYD PACE. "Centers of Emphasis for Grades One through Twelve." *Journal of Educational Research* 32: 123-30; October 1938.
40. FREDERICK, ORIE I., and MUSSELWHITE, LLOYD PACE. "Grade Placement of Problems of Life." *Journal of Educational Research* 32: 195-204; November 1938.
41. FREDERICK, ORIE I., and PATTERSON, D. R. "The Mississippi Curriculum Program." *Curriculum Journal* 8: 239-44; October 1937.
42. GAVIAN, MRS. RUTH W. "Children's Experiences with Money." *Social Education* 2: 166-68; March 1938.
43. GAVIAN, MRS. RUTH W. *Course of Study Materials for the First Six Grades Constituting a Foundation of Education for Economic Competence*. Doctor's thesis. New York: Teachers College, Columbia University, 1940. 269 p. (Typewritten.)
44. GEORGIA STATE DEPARTMENT OF EDUCATION. *The Community as a Source of Materials of Instruction*. Revised edition. Atlanta: the Department, 1938. 80 p.
45. GILPATRICK, MEREDITH P. "Geographical Concepts in American History Text-books." *Social Studies* 30: 28-32; January 1939.
46. GOODHUE, WILLIAM S., and WILSON, H. E. "What Problems of the Pacific Area Are Important?" *Harvard Educational Review* 8: 359-65; May 1938.

47. GOODYKOONTZ, BESS, and COON, BEULAH I., co-chairmen. *Family Living and Our Schools*. Prepared by the Joint Committee on Curriculum Aspects of Education for Home and Family Living of the Home Economics Department of the National Education Association and the Society for Curriculum Study. New York: D. Appleton-Century Co., 1941. 468 p.
48. HALL, HENRY B. "Grade Placement of High-School Texts in Social Studies." *Educational Administration and Supervision* 24: 161-68; March 1938.
49. HALL, HENRY B. "What Social Science in Junior College?" *Junior College Journal* 8: 188-92; January 1938.
50. HARAP, HENRY. "Have We an Objective Basis for Grade Placement of Activity Units?" *California Journal of Elementary Education* 9: 78-84; November 1940.
51. HARAP, HENRY. "Seventy-One Courses in Consumption." *School Review* 46: 577-96; October 1938.
52. HARDEN, MARY. "Opening the Way for an Understanding of Modern Problems." *Teachers College Record* 39: 506-20; March 1938.
53. HARLESS, BYRON B. "Recording Social Behavior." *Social Education* 4: 160-64; March 1940.
54. HARPER, CHARLES A. "Why Do Children Dislike History?" *Social Education* 1: 492-94; October 1937.
55. HELLMICH, EUGENE W. *The Mathematics in Certain Elementary Social Studies in Secondary Schools and Colleges*. Contributions to Education, No. 706. New York: Teachers College, Columbia University, 1937. 125 p.
56. HENDERSON, HELEN RUTH. *A Curriculum Study in a Mountain District*. Contributions to Education, No. 732. New York: Teachers College, Columbia University, 1937. 189 p.
57. HITCHCOCK, ARTHUR A., 2d. "What C.C.C. Men Think about the Social Studies." *Social Studies* 27: 18-21; January 1936.
58. HOCKETT, JOHN A. "Curriculum Investigations; Social Studies." *Review of Educational Research* 7: 165-71, 219-22; April 1937.
59. HOCKETT, JOHN A. "A Study of Courses in Pacific Relations." *Social Education* 4: 404-407; October 1940.
60. HOGAN, RALPH M. "The Norris School Cooperative: An Experiment in Integration." *Curriculum Journal* 8: 59-63; February 1937.
61. HORN, ERNEST. *Methods of Instruction in the Social Studies*. Report of the Commission on the Social Studies, American Historical Association, Part XV. New York: Charles Scribner's Sons, 1937. 523 p.
62. INSTITUTE FOR PROPAGANDA ANALYSIS. New York: the Institute. (Material issued regularly.)
63. JENSEN, ALMA M. "An Experimental Social Studies Curriculum." *Curriculum Journal* 10: 15-18; January 1939.
64. JENSEN, ALMA M. "On Trial—A Regional Program in Minnesota." *Social Education* 3: 554-60; November 1939.
65. JOHNSON, HENRY. *The Teaching of History*. New York: Macmillan Co., 1940. 467 p.
66. KELLOUGH, KENNETH LAVERNE. *The Status of Social Science in Accredited Secondary Schools of Nebraska in 1936-1937*. Master's thesis. Lincoln, Nebr.: University of Nebraska, 1938. 92 p. (Typewritten.)
67. KERCHER, LEONARD C. "Recent Studies of Sociology in the Public High Schools of Michigan." *Journal of Educational Sociology* 11: 423-36; March 1938.
68. KICKHAFFER, EMILY R. "Studying Social Problems in a Center of Industrial Unrest." *Harvard Educational Review* 8: 44-56; January 1938.
69. KING, ALLEN Y. "Duplication between Commercial Subjects and the Social Studies." *Business Education World* 19: 353-54; January 1939.
70. KING, ARNOLD K. "Is World History as Successful as We Thought It Would Be?" *High School Journal* 20: 182-87, 197; May 1937.
71. KOOPMAN, MARGARET O., and HATCH, A. S. "Community Study in Teacher Education." *Curriculum Journal* 12: 205-208; May 1941.
72. KREY, AUGUST C. *A Regional Program for the Social Studies*. New York: Macmillan Co., 1938. 140 p.
73. LACKEY, EARL E. "Correlation of Geography and History in the High School." *School and Society* 49: 126-28; January 28, 1939.
74. LAMMERS, CLAUDE C. "Sources of Pupils' Information on Current Affairs." *School Review* 46: 32-36; January 1938.

75. LANDSITTEL, FREDERICK C. "How General and Vague Are World Histories?" *Social Education* 3: 547-50; November 1939.
76. LAWSON, DOUGLAS E. *Curriculum Development in City School Systems*. Chicago: University of Chicago, 1940. 238 p.
77. LAY, SALLIE. "An Eighth Grade Studies Homes." *Curriculum Journal* 11: 19-22; January 1940.
78. LEE, J. MURRAY, and LEE, DORRIS M. P. *The Child and His Curriculum*. New York: D. Appleton-Century Co., 1940. 652 p.
79. LIEBSON, BERNARD. "How the Study of Biology Helps the Student Understand Modern Social Problems." *School and Society* 48: 356-60; September 17, 1938.
80. LEONARD, J. PAUL. "Some Reflections on the Secondary Core Curriculum." *Curriculum Journal* 10: 250-52; October 1939.
81. LEVINE, MICHAEL. *A Critical Analysis and Evaluation of Selected Current Secondary School Textbooks in American History in the Light of Educational Research*. Doctor's thesis. New York: New York University, 1936. 215 p.
82. LEVINE, MICHAEL. "Social Problems in Present Curricula." *Social Studies* 28: 161-66; April 1937.
83. LUCKE, ELMINA R. "Travel Study at Lincoln School." *Curriculum Journal* 10: 66-68; February 1939.
84. MCCUTCHEN, S. P., and OTHERS. "Eight Year Study—Progressive Education Association." *Social Education* 2: 229-60; April 1938.
85. MCCUTCHEN, S. P. "Social Studies." *Educational Research Bulletin* 17: 231-36; November 16, 1938. Columbus: Ohio State University.
86. MACKINTOSH, HELEN K. "Appraisal and Revision of a Social Studies Curriculum." *Appraising the Elementary-School Program*. Sixteenth Yearbook. Washington, D. C.: Department of Elementary School Principals, National Education Association, 1937. p. 345-49.
87. MALAN, CLEMENT T. "Democracy in the Making." *Social Studies* 30: 355-58; December 1939.
88. MARSHALL, LEON C. "Social Life and Problems of Scope and Sequence." *Curriculum Journal* 9: 165-69; April 1938.
89. MAYNARD, PROCTOR W. *A Survey of Materials for Consumer Education*. Master's thesis. Minneapolis: University of Minnesota, 1940. 118 p. (Typewritten.)
90. MEAD, VERA OLBERT. "What Abilities Are Stressed in Workbooks in History?" *School Review* 47: 284-89; April 1939.
91. MENDENHALL, JAMES. "Building America Sounds Out the Experts." *Curriculum Journal* 8: 115-16; March 1937.
92. METTLING, A. B. "Mechanic Arts High School Seniors Evaluate Their Courses in Social Science." *Social Studies* 29: 79-83; February 1938.
93. MICHENER, JAMES A. "A Functional Social Studies Program." *Curriculum Journal* 9: 163-64; April 1938.
94. MICHENER, JAMES A., editor. *The Future of the Social Studies*. Washington, D. C.: National Council for the Social Studies, a department of the National Education Association (Sec.: H. E. Wilson, Harvard University), 1939. 178 p.
95. MICHENER, JAMES A. "Music and the Social Studies." *Social Studies* 28: 28-30; January 1937.
96. MILLER, JOSEPHINE M. *An Organization of Literature around Social and Economic Problems*. Master's thesis. Lincoln, Nebr.: University of Nebraska, 1938. 113 p. (Typewritten.)
97. MISSISSIPPI STATE DEPARTMENT OF EDUCATION. *Mississippi Program for the Improvement of Instruction*. Bulletin No. 4. Jackson, Miss.: the Department, 1937. 582 p.
98. MISSISSIPPI STATE DEPARTMENT OF EDUCATION. *Mississippi Program for the Improvement of Instruction*. Bulletin No. 5. Jackson, Miss.: the Department, 1937. 296 p.
99. MOORE, HARRY H. "The Cultivation of Social Interests among Older High School Students." *Social Studies* 27: 28-36; January 1936.
100. MORRIS, GLYN A. "Community Service in the Curriculum." *Curriculum Journal* 10: 161-63; April 1939.
101. MYERS, ALONZO F. "Attacks on the Rugg Books." *Frontiers of Democracy* 7: 17-22; October 1940.
102. NATIONAL ASSOCIATION OF MANUFACTURERS. *Abstracts of 563 Social Studies Texts*. New York: the Association, 1941. Appr. 700 p.

103. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. "Improving Social Studies Instruction." *Research Bulletin* 15: 187-258; November 1937.
104. NATIONAL EDUCATION ASSOCIATION and AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, EDUCATIONAL POLICIES COMMISSION. *Education and Economic Well-Being in American Democracy*. Washington, D. C.: the Commission, 1940. 227 p.
105. NATIONAL EDUCATION ASSOCIATION and AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, EDUCATIONAL POLICIES COMMISSION. *Learning the Ways of Democracy*. Washington, D. C.: the Commission, 1940. 486 p.
106. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *General Education in the American College*. Thirty-Eighth Yearbook, Part II. Bloomington, Ill.: Public School Publishing Co., 1939. 382 p.
107. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *International Understanding through the Public-School Curriculum*. Thirty-Sixth Yearbook, Part II. Bloomington, Ill.: Public School Publishing Co., 1937. 363 p.
108. NEWLON, JESSE H. *Education for Democracy in Our Time*. New York: McGraw-Hill Book Co., 1939. 242 p.
109. OBERHOLTZER, KENNETH E. *American Agricultural Problems in the Social Studies*. Contributions to Education, No. 718. New York: Teachers College, Columbia University, 1937. 119 p.
110. OLSEN, EDWARD G. "Teaching Citizenship by Analyzing the Social Lag." *Social Education* 3: 565-72; November 1939.
111. PACKARD, SIDNEY R. "The Introductory College Course in History." *Social Education* 4: 538-44; December 1940.
112. PARKER, CHARLES STANTON. "Social Education in Slum Areas." *Social Education* 3: 451-57; October 1939.
113. PERPIÑAN, JESUS E. "School Textbooks and International Relations." *Social Education* 2: 404-408; September 1938.
114. PETERSEN, INEZ B. "A Nationality Course in Social Science Based on Local Needs." *Educational Method* 17: 192-97; January 1938.
115. POND, FREDERICK L. "Fusion of Guidance Objectives and World History." *Social Studies* 30: 254-61; October 1939.
116. PORTER, HARRY W. "How High School Seniors Feel about Communism, Fascism, and Democracy." *Social Education* 5: 110-14; February 1941.
117. PRENTICE, NOBLE W. "Social Studies in Mid-Texas High Schools." *Texas Outlook* 22: 39-40; September 1938.
118. PRICE, ROY A. *The Use of Activities in Social Studies*. Doctor's thesis. Cambridge, Mass.: Harvard University, 1938. 306 p. (Typewritten.)
119. PRICE, ROY A. "The Use of Periodical Literature in Social Studies Classrooms." *Social Studies* 27: 223-32; April 1936.
120. PROGRESSIVE EDUCATION ASSOCIATION, COMMITTEE ON THE FUNCTION OF THE SOCIAL STUDIES IN GENERAL EDUCATION. *The Social Studies in General Education*. New York: D. Appleton-Century Co., 1940. 401 p.
121. PROSSER, DON DAVENPORT. *The Community Attitude Survey as a Factor in Reconstructing the Secondary School Curriculum*. Doctor's thesis. Columbus: Ohio State University, 1938. 244 p.
122. PUCH, JESSE J. "The Bias of Our Civics Textbooks." *Clearing House* 12: 15-18; September 1937.
123. RIGGS, MARGARET J. "Geography Field Work in the Small City." *Journal of Geography* 37: 28-31; January 1938.
124. RITTER, OLIVE PEARL. *Repetition, Spread, and Meanings of Unusual, Difficult, and Technical Terms in Fourth Grade Geography Texts*. Doctor's thesis. Iowa City: University of Iowa, 1941. 262 p.
125. RIVETT, BYRON J. "Courses for Consumers." *Nation's Schools* 20: 21-22; August 1937.
126. ROBINSON, ORMSBEE W. "Work as Education." *Curriculum Journal* 10: 73-75; February 1939.
127. ROORBACH, AGNEW O. *The Development of the Social Studies in American Secondary Education before 1861*. Doctor's thesis. Philadelphia: University of Pennsylvania, 1937. 300 p.
128. RUGG, HAROLD O. *That Men May Understand*. New York: Doubleday, Doran and Co., 1941. 355 p.

129. SALISBURY, W. SEWARD. "How a Rural Community Adjusted the Social Studies Curriculum." *Education* 56: 311-14; January 1936.
130. SCANLAN, WILLIAM, and WEINBERG, H. A. "Excursions to Local Industries—Their Possibilities for Vocational Guidance." *Social Studies* 30: 76-79; February 1939.
131. SCHAPIRO, MRS. ELEANOR ILER. "Publishing a Local History." *Social Education* 3: 25-29; January 1939.
132. SCHOOL AND SOCIETY. "Members of the Harvard Graduate School of Education, on the NAM Project." *School and Society* 53: 74; January 18, 1941.
133. SCHUTTE, TENJES H. *Teaching the Social Studies on the Secondary Level*. New York: Prentice-Hall, 1938. 583 p.
134. SEXSON, JOHN A. "A Practical Program for the Social Studies." *Social Studies* 28: 53-58; February 1937.
135. SHROPSHIRE, OLIVE E. *The Teaching of History in English Schools*. Contributions to Education, No. 671. New York: Teachers College, Columbia University, 1936. 189 p.
136. SLOAN, HAROLD S. "Seeing Social Problems First Hand." *Social Studies* 27: 22-27; January 1936.
137. SMITH, DONALD V. *Social Learning for Youth in the Secondary School*. New York: Charles Scribner's Sons, 1937. 292 p.
138. STELTER, ROSE E. "Building Courses To Meet Student Needs." *Social Education* 5: 41-44; January 1941.
139. STEWART, ALICE G. "Living in a Machine Age." *Teachers College Record* 39: 494-505; March 1938.
140. STOKES, J. BOROUGHS. "The Changing Content of Modern Problems Texts." *Social Education* 4: 338-41; May 1940.
141. STOKES, J. BOROUGHS. *The Relation of the Modern Problems Course to Recent Social Trends*. Doctor's thesis. Cambridge, Mass.: Harvard University, 1941. 177 p. (Typewritten.)
142. SUTHERLAND, MRS. MIRIAM. "The Children Survey the Community." *Curriculum Journal* 10: 317-19; November 1939.
143. TROELSTRUP, ARCHIE W. "Curriculum Materials on Housing." *Social Education* 3: 486-90; October 1939.
144. TURNER, REX H. "Controversial Issues in 6 Cities." *Clearing House* 11: 207-11; December 1936.
145. VAN TIL, WILLIAM A. "The Making of Their Modern Minds: The Study of Public Opinion." *Social Education* 3: 467-72; October 1939.
146. VREDEVOOGD, LAURENCE E. "Adding a Camp to the Curriculum." *Curriculum Journal* 8: 54-58; February 1937.
147. WALLACE, CLARA M. *Comprehension of Geography Textbooks by Fourth Grade Children*. Doctor's thesis. Iowa City: University of Iowa, 1941. 983 p. (3 vols.) (Typewritten.)
148. WASSON, ROY J. "Certain Social-Studies Content of Children's Letters and Conversations." *Elementary School Journal* 40: 189-97; November 1939.
149. WELLING, JOHN S. *A Sequential Curriculum with Social Studies and Natural Science as Cores*. Doctor's thesis. New York: New York University, 1940. 250 p.
150. WESLEY, EDGAR B. *Teaching the Social Studies*. Boston: D. C. Heath and Co., 1937. 635 p.
151. WILEY, GEORGE M., JR. "The Social Studies—A Slogan or a Service." *Social Studies* 30: 3-6; January 1939.
152. WILSON, HOWARD E., and MURRA, WILBUR F. "Contributions of Research to Special Methods: The Social Studies." *The Scientific Movement in Education*. Thirty-Seventh Yearbook, Part II, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1938. Chapter 12, p. 147-60.
153. WILSON, HOWARD E., and OTHERS. "Social Studies." *Review of Educational Research* 7: 510-18, 568-71; December 1937. 8: 67-73, 98-100; February 1938.
154. WOFFORD, KATE V. "Socialization of the School Program." *Newer Types of Instruction in Small Rural Schools*. Yearbook 1938. Washington, D. C.: Department of Rural Education, National Education Association, 1938. p. 124-36.
155. WOOD, HUGH B. "Communities Develop Programs to Meet Local Needs." *Progressive Education* 15: 118-20; February 1938.
156. WOOD, HUGH B. "The Place of Modern Problems in the Curriculum." *Educational Record* 18: 525-31; October 1937.



## CHAPTER III

### Methods of Learning and Teaching<sup>1</sup>

WILLIAM E. YOUNG

#### Previous Reviews

HODGKINS (46) gave a summary description of all the new methods of teaching with their applications to the social studies, and concluded that the experimental studies in comparative teaching methods have been thus far rather indecisive. Hockett (45) annotated research studies in the field of social studies in the April 1937 number of the *REVIEW OF EDUCATIONAL RESEARCH*. In the February 1938 issue of the *REVIEW*, Wilson (113) did a similar survey of research in the social studies. In both of these summary statements, a special section of the chapter was devoted to methods. Horn (47), in his report in 1937 for the Commission on the Social Studies, attempted to canvass all the recent literature (up to 1937), including unpublished theses, on methods of teaching and learning in the social studies. Phillips (80), in a chapter in the 1937 yearbook of the National Council for the Social Studies, reviewed ten research studies on methods carried out from 1928 through 1935. He listed sixty-three additional studies dated from 1921 through 1935. In this same publication Davey and Hill (17) evaluated six studies, ranging from 1927 to 1931, on the effectiveness of the so-called Morrison unit-mastery plan as compared with other methods of instruction, and reached the conclusion that the superiority of any one method had not been established.

#### Studies of Method in General Education

Wilson and Murra (112) found that the achievements of research in psychology and in education as a whole have had a marked effect on the teaching of the social studies, but that the research accomplishments within the social studies themselves have not been so noteworthy or influential.

A bulletin of the Progressive Education Association (84) showed that the children in schools of newer educational practices made about equal progress in knowledge of conventional subjectmatter and better progress in other important areas of knowledge and in the matter of attitudes and behavior. The implications of research findings for teachers and administrators planning the individualization of instruction in the high school were presented by Briggs and others (8). In an account of one phase of the Cooperative Study of Secondary School Standards based upon replies from more than 17,000 pupils, Eells (23) concluded that a varied and

<sup>1</sup> Bibliography for this chapter begins on page 454.

complete program of pupil activities is considered by the pupils an integral part of a modern, fully functioning secondary school.

### Surveys of Practices in Social Studies

On the basis of a questionnaire survey of social studies instruction which secured returns from 1,764 classroom teachers out of 6,776 teachers listed by their 942 city superintendents as "of recognized ability who had been teaching at least two years in the school," the Research Division of the National Education Association (74) found the technic of instruction most generally reported in use to be the socialized recitation. Individual activities and textbook recitation were used the least. The preferred technic on all levels was that of group activities, and the least popular was textbook recitation. Newspapers and magazines were the two supplementary sources most used on all levels. The main reason for not making extensive use of community sources was the lack of time in the school schedule. The three greatest needs for the improvement of instruction (reported by nearly 60 percent) were more reference books, smaller classes, and auditory and visual aids. Price (83) ascertained, described, and analyzed the present practices of superior social studies teachers and their pupils, Grades IV through XII. Of other numerous surveys of educational practice, the findings in respect to instructional procedures reflected those of Wilson (111) for New York State and of Strayer (97) for Pittsburgh, that teaching methods frequently follow a pattern of daily textbook or similar assignments and class recitation interspersed with reports and tests; and that where teachers and pupils have departed from this traditional pattern to introduce a variety of informal procedures, more effective results have been usually achieved.

Spradlin (96) studied the history of history teaching and found that the textbook method and the lecture method, its correlate, have been most extensively employed. Donlon (19) made a historical analysis of trends in the methods of teaching history. Methods of presenting geography to the primary child were reported by Barton (6); methods of teaching history in the elementary grades were reported by Reed (91); Bible (7) described methods used in the teaching of high-school sociology; and Cosgrove (15) reviewed the methods adapted to economic geography on the secondary level. Hart (40) found that the *Historical Outlook* and the *School Review* included more research on the teaching of the social studies than any other periodicals.

### The Learner and the Learning Process

Anderson's experiment (1) with kindergarten children in play situations showed that domination in one child incited dominative technics in the companion, whereas integrative behavior induced cooperative or integrative behavior in the companion. Furfey (33) reported that delinquency,

though a learned reaction, cannot be changed merely by psychiatric methods. The culture must also be changed.

*Relation of attitudes to learning*—Harper (38) found the reasons for dislike of history by seventh- and eighth-grade children to be (a) too much memorization, (b) lack of continuity in materials used, (c) dull and uninteresting materials, and (d) knowledge gained unimportant to their own living. Miller (69) reported that there was little relationship between the attitudes of junior high pupils toward history and the teacher and their achievement. Rackley (86) failed to discover any important differences in the attitudes between college students majoring or minoring in history and those not taking history.

*Relation of learning factors and abilities*—Gillette (36), in three different experimental situations, obtained evidence to show that the fast learner is the better retainer. Wilber (109) discovered that the growth of secondary-school pupils in the factual knowledge of either United States or world history resulted in no greater than normal growth in power to solve civic and social problems. Measamer (67) found progress in reading and literature to have a marked relationship and progress in language usage to have little relationship to success in the social studies on the eighth-grade level. Other relationships and lack of relationships were reported. Douglass and Friedman (20) were able to predict college marks in history and other social studies on the basis of a combination of high-school marks and scores of mental ability. Prediction was more accurate for college history than for other social studies.

*Thinking and understanding*—Deutsche (18) analyzed children's causal thinking. Causal reasoning developed gradually and continuously and was limited to specific problems, with greatest progress in ages eleven and twelve. Reavis (90) made a study of children's thought processes in geography and showed how instruction could reduce children's errors. Lord (60) investigated the spatial orientation of children in Grades V through VIII. Children confused their "map frame" with their "direct experience frame" and in general associated the cardinal directions with their bodily position at any given time. Pupils in classrooms facing north did best. Eskridge (27) analyzed the processes of growth in understanding of geographic terms in Grades IV through VII. Gabel (34) showed that pupils of Grades VI, VIII, X, and XII comprehended and retained social studies material more effectively when definite quantitative terms were employed. Chakko (12), after analyzing books on educational psychology, concluded that they made no significant contribution to social studies teaching.

### The Organization and Presentation of Content

*Method as related to organization*—Callaway (9) reported that one-third of 114 junior high schools were teaching social studies as integrated courses and an additional one-sixth were planning to do so. Little (57)

showed that the schools not engaged in curriculum development were the ones still using the separate subject approach in the intermediate grades. Freeburg (32) evolved an activity basis for a high-school course in American government. A group of investigators like Jersild and others (50) have found that pupils in integrated programs excelled in certain aspects of social studies such as knowledge of current affairs, social beliefs, and personal and social adjustment. Maier (63) found that the junior high pupils in an integrated program equaled the pupils of control groups in subjectmatter achievement and excelled them in matters of interests and behavior. Hartwig (41) showed that a senior high course integrating Missouri and American history got better results than two separate courses. Farthing (29), with an experimental group of gifted sixth-grade pupils and with a control group of similar pupils, obtained better learning results from integrated social studies than from separate courses in history and geography. Tyler (104) reported that a unified treatment of social studies in the sixth grade resulted in greater learning of spelling than did traditional separate teaching of history and geography. Jensen (49) presented data to show the success of the experimental use of a regional program with local adaptations.

*Method as related to the form of presentation*—Pratt (82) polled high-school teachers, who ranked the problem method as the best and the formal lecture method as the least effective. Meyer (69) reported thirteen different methods of teaching current events in 113 junior high schools. Cole (14) submitted a chart of activities most frequently mentioned in junior high-school courses of study.

*Form of presentation and subjectmatter achievement*—McKinnon and Burton's study (61) showed that the use of certain study procedures in the eighth grade gave more improved scores on achievement tests. Wilson (110) compared a directed study plan in history with the formal class recitation, with results in favor of the directed study. In a study on the junior high level, Jones (51) obtained no statistically significant differences between the results of an experimental group having an assignment, study, report method and those of the control group having class assignment followed by study and recitation. Morris (71) found the biographical method with eleventh-grade pupils in United States history superior to the topical method. Grande's matched group study (37), comparing the chronological method with the counter-chronological method of teaching high-school history, showed no important differences. In another matched group study of fifth-grade pupils, Fordell (30) reported an advantage in teaching history by the unit method over the defined traditional method. Fahrney (28), in a comparative study of the lecture-quiz technic and the classroom discussion technic with college students in American history, concluded that the classroom-discussion procedure is better with smaller groups. Douglass and Pederson (21) found for senior high-school history classes the unit method of the Morrison mastery plan superior to the method of supervised study and recitation in a single period.

*Form of presentation and general educational growth*—Wrightstone and others (117) reported the activity program generally equal on the elementary-school level to the conventional program in matters of learning knowledge and skills, and superior in the attainment of liberal social beliefs, of ability to secure and interpret facts, and of well-balanced personality. Ellwood (26) reported that the recitation method in high-school modern European history was inferior to the unit-directed study procedure in the teaching of understandings and abilities but superior in the teaching of attitudes. Carrothers (11) reported favorable outcomes in the development of attitudes through the use of source units in eleventh- and twelfth-grade social studies. Tracy (101) compared three methods of teaching civics. The pupil-teacher cooperative method proved best in both achievement and personality development. Eichler (25) reported a teaching procedure in the nature of group conferences to be effective in training for leadership in Grades IX, X, and XII. Heise (44) showed the Courtis technic (16), used with Grades V through VIII and XII, to be helpful in the development of cooperative attitudes and behavior. Robb (94) obtained only inconclusive differences in favor of direct teaching over the incidental teaching of character in the three junior high grades. Osborn (77) attempted to determine experimentally the effect of direct teaching of technics of propaganda analysis on eleventh- and twelfth-grade pupils in developing resistance to propaganda. The direct teaching was not effective.

### The Use of Printed and Written Materials

*Language and reading technics*—Harrington (39) showed the direct teaching of the special vocabulary of history to seventh-grade pupils to be desirable. Phipps (81) explored the relationship between the ability of sixth-graders to use history vocabulary in written work and their ability to read history materials. Meighen and Barth (68) described the geographic vocabulary load which third-grade children encounter in their readers. Karrick (52), with 131 ninth-grade pupils, showed, through teaching procedures of detailed guidance and help in the reading materials of the social studies, greater gains than expectancy would justify. Wiedefeld (108) experimented with a plan for developing the history reading readiness of fourth-grade children. Low ability children profited most. Gans (35) established the hypothesis that the critical reading ability required in the acceptance and rejection of material as relevant or not, although having elements in common with general reading comprehension, does differ from the latter in important respects. Keir (53), in her consideration of the various types of skimming, found that intermediate-grade children have greatest difficulty in skimming to locate answers to questions of a different vocabulary from that of the selection. Noel (76) showed that specific instruction on knowledge and skills used in reference work was better for elementary-school pupils than incidental instruction. Stro-



bel's study (98) reported that high-school juniors in their history written work made more errors in all phases of language except diction than in their English written work.

*Textbooks*—Heintzelman (43) critically examined secondary-school textbooks in modern history published since 1932. He reported a tendency to organize contents on the problem basis. In a rather loosely controlled experiment, Uttley (73) tested six groups of fourth-graders. The one group that had not used a textbook made the lowest score. Wallace's dissertation (106) reported the principal types of difficulties which fourth-grade children experienced in reading their geographical textbooks. The causes of these difficulties were (a) lack of concrete experiences on the part of the children, and (b) lack of sufficiently explicit information on the part of the textbook. Robinson's study (95) furnished evidence to show that history textbooks have been written for grade cycles rather than for specific grades. He showed a sudden and marked increase in difficulty in seventh-grade textbooks. Ritter (93) studied the repetition, spread, and meaning of unusual, difficult, and technical terms in fourth-grade geography textbooks. Quigley (85) compared the reading difficulties of social studies textbooks with those of science texts on the fifth-grade level and concluded that, in terms of both indexes of difficulty and pupil test scores, the social studies books were harder. Ramsey's study (87) attempted to validate a technic for lightening the vocabulary load of geography textbooks. Killins (55) reported that sixth-grade children were unable to read sixth-grade geography textbooks. Traister (102) investigated the effect of a vocabulary simplification of history textbooks on pupil accomplishment in history in Grades IV through VI. Statistically significant gains were secured.

*Workbooks*—Tryon (103) reported an analysis of 161 workbooks, primary grades through senior high. The workbook as a teaching aid is inherently incapable of being brought into line with recognized good teaching in the social studies. Mead's findings (66), based upon an examination of forty-three junior and senior high workbooks in history, showed that the outstanding general characteristic was the tendency to stress nonproblem-solving activities or exercises. Mead (65) had previously classified the 23,840 exercises in twelve history workbooks to show that the average workbook provided for twenty-five different skills or abilities. The authors of workbooks were not agreed as to which abilities should be developed. Warren (107) compared the workbook in eighth-grade American history with the pupil notebook and found the former inferior in developing knowledge and understanding but slightly superior in developing attitudes. Motter (72) obtained only inconclusive evidence that a discussion-notebook method in eighth-grade social studies was better for growth in factual knowledge than the workbook method.

*Other printed materials*—Anderson's survey (2) of newspaper and magazine reading among junior and senior high pupils of the University of Iowa showed that the pupils increased their time in such reading from five to eight hours a week as they advanced in the high-school grades.

Harvey and Denton (42) found little teacher guidance of pupils in newspaper reading in forty-four senior high schools. Pupils indicated daily newspaper reading of fifteen to thirty minutes. Levi (56) made a questionnaire study of the reading of current news by pupils of all six high-school grades in a low socio-economic urban section. She reported little relationship between the amount of family reading and student reading. Students read more.

Jamison (48) found on the high-school level no statistically significant changes in attitudes through the introduction of a program of reading historical fiction. The experimental group was helped in the understanding and remembering of factual information in history. Kepner (54) reported favorable results from a fifty-minute weekly library period for recreational reading in United States history with noncollege preparatory high-school pupils. Zembrodt (118) showed that the single textbook could get as good subjectmatter achievement in fourth-grade geography as extensive reading, and that the greater work and expense of the latter were justified only in terms of attitudes and habits.

### The Use of Visual and Auditory Aids

*Maps and graphs*—Repass (92) reported favorable results in teaching current geography through the use of outline maps. Wise (114) found that special training for sixth-grade pupils in map reading and study gave greater improvement in map use than incidental methods. McLeese (62) analyzed the map concepts needed to use a textbook unit in fifth-grade geography. She reported little agreement among textbooks as to the number of maps needed, as to type of map symbols and legends, as to the use of directional and locational terms, and as to the important place locations. Little or no attention was given to an understanding of latitude or distance as expressed on maps. Thompson (100) found that short periods of instruction and drill resulted in greater gains in ability to use maps, graphs, and charts. She showed that proficiency in these skills was associated with achievement in American history. Wrightstone (116) reported that a gradual growth in the reading of graphs and maps continued from Grade VII through XII.

*Pictures, slides, and films*—Badley (5) studied the relative values of popular picture magazines as collateral material for social studies. Waddle (105) conducted an experiment in the use of stereographs in fifth-grade geography and concluded that, although scores on objective tests of achievement showed no differences, the stereographs induced a more favorable attitude toward study. Peters (79), also with the equated group technic, reported that a variety of visual aids resulted in clearer geographic concepts on the part of sixth-grade children. Park and Stephenson (78) used groups too small to justify any generalizations, but they found that films, slides, and flat pictures made for superior learning with seventh-

graders. Wise (115), in a well-controlled experiment, showed that motion pictures had a high relative value in twelfth-grade history when used as a supplement to the usual instructional procedures. Eichel (24), from his investigation, concluded that the film was more effective than the printed page in teaching current affairs. Ramseyer (88) made an interesting and careful study of the influence of documentary films on social attitudes of pupils from all six high-school grades, college students, and other adults. He obtained statistically significant attitude changes for the entire test populations, and these attitude changes remained after a period of two months.

*The radio*—Atkinson (3) surveyed the uses of radio by American schools and interpreted trends. Taylor (99) studied the use of radio as a teaching instrument in the social studies work of senior high schools. Loder's dissertation (58) reported greater net learning of information from oral presentation with speaker present than from the same presentation given remotely over a microphone, but the latter method resulted in greater retention after forty-four days. Cohen (13) found radio broadcasting to be about equally effective with silent reading as a means of teaching information in Grades IV through VIII. In Grades V and VI the radio achieved superior results. Lohmeyer and Ojemann (59) compared the effectiveness of the firsthand account, dramatization, and informal discussion or comment as methods of presenting informative materials over the radio. The discussion method was least effective.

### The Use of Community Sources

*Knowledge of community*—Wilson's survey (111) of New York State indicated a lack of knowledge among the pupils of the six high-school grades about their own communities. Pupils in the middle-sized cities were least well informed. Edson (22) reported that pupils of Grades IX through XII in Durand, Wisconsin, showed continuous growth in knowledge of their community, but that they needed a well-planned program of community study.

*The excursion*—Caplan (10) listed the excursions around Philadelphia appropriate for the teaching of junior high-school social studies. Noe (75) listed those in Bucks County, Pennsylvania, suitable for the teaching of American history and economic civics. Mason (64) described the field trip program of the schools in Minneapolis. Fraser (31) made a descriptive study of the outcomes of a study excursion with twelfth-grade pupils. There were reliable gains in information, understanding, skills, and attitudes. Atyeo (4) made an experimental comparison of discussion and excursion technics for tenth- and eleventh-grade classes in ancient history. He found that the class discussion, supplemented by excursions, produced the greater gains in knowledge and in interest. Rath (89) reported favorable results from well-conducted, extensive field trips of high-school pupils.

## Bibliography

1. ANDERSON, HAROLD H. "Domination and Social Integration in the Behavior of Kindergarten Children in an Experimental Play Situation." *Journal of Experimental Education* 8: 123-31; December 1939.
2. ANDERSON, HOWARD R. "Newspaper and Magazine Reading." *Social Education* 1: 329-32; May 1937.
3. ATKINSON, CARROLL. *Education by Radio in American Schools*. Contributions to Education, No. 207. Nashville, Tenn.: George Peabody College for Teachers, 1938. 126 p.
4. ATYEO, HENRY C. *The Excursion as a Teaching Technique*. Contributions to Education, No. 761. New York: Teachers College, Columbia University, 1939. 225 p.
5. BADLEY, THEODORE T. *An Analysis and Evaluation of Picture Magazines as Collateral Material in the Social Studies Program of the Secondary School*. Master's thesis. Columbus: Ohio State University, 1938. 69 p. (Typewritten.)
6. BARTON, THOMAS F. "Primary Geography." *Journal of Geography* 39: 243-46; September 1940.
7. BIBLE, VIRGIL LINTZ. *A Professionalized Study of Sociology*. Master's thesis. Knoxville, Tenn.: University of Tennessee, 1939. p. 228-83. (Typewritten.)
8. BRIGGS, THOMAS H., and OTHERS. *Laboratory Techniques of Teaching*. New York: Teachers College, Columbia University, 1938. 81 p.
9. CALLAWAY, A. B. *An Investigation into the Trends in the Teaching of Social Science*. Master's thesis. Greeley, Colo.: Colorado State College of Education, 1937. 114 p.
10. CAPLAN, ROBERT P. *A Study of Available Excursions in and around Philadelphia for the Teaching of Junior High School Social Studies*. Master's thesis. Philadelphia: Temple University, 1937. 180 p. (Typewritten.)
11. CARROTHERS, CHESTER COE. *The Significance of an Experiment with a Source Unit in the Social Studies for the Further Development and Use of Source Units*. Doctor's thesis. Columbus: Ohio State University, 1938. 400 p. (Typewritten.)
12. CHAKKO, SARAH. *The Treatment of the Social Sciences in Books on Educational Psychology*. Master's thesis. Chicago: University of Chicago, 1937. 140 p. (Typewritten.)
13. COHEN, IRVING L. *The Relative Value of Silent Reading and Radio Broadcasting*. Doctor's thesis. New York: New York University, 1937. 208 p. (Typewritten.)
14. COLE, ARDEN S. *Evidence of Pupil Activities in 7-8-9 Years Social Studies as Revealed in an Analysis of Courses of Study*. Master's thesis. Iowa City: University of Iowa, 1939. 104 p. (Typewritten.)
15. COSGROVE, GEORGE WILLIAM. *A Method of Teaching the High-School Course in Economic Geography with a Suggested Plan of Content*. Master's thesis. Boston: Boston College, 1939. 234 p. (Typewritten.)
16. COURTIS, STUART A. *Cooperation*. Ann Arbor, Mich.: Brumfield and Brumfield, 1934. 77 p. (Mimeo.)
17. DAVEY, JOHN R., and HILI, HOWARD C. "The Unit and the Unit Method in the Social Studies." *The Contribution of Research to the Teaching of the Social Studies*. Eighth Yearbook. Cambridge, Mass.: National Council for the Social Studies, 1937. Chapter 1, p. 1-20.
18. DEUTSCHE, MRS. JEAN MARQUIS. *The Development of Children's Concepts of Causal Relations*. Institute of Child Welfare, Monograph Series, No. 13. Minneapolis: University of Minnesota Press, 1937. 104 p.
19. DONLON, SISTER CATHERINE PATRICIA. *Functionalizing History through Teaching Methods*. Master's thesis. Boston: Boston College, 1938. 56 p. (Typewritten.)
20. DOUGLASS, HARL R., and FRIEDMAN, KOPPLE C. "The Relation of Certain Factors to Achievement in College Social Studies and History." *School Review* 45: 196-99; March 1937.
21. DOUGLASS, HARL R., and PEDERSON, KENNETH L. "An Experimental Evaluation of a Unit Procedure in Teaching American History." *School Review* 44: 362-71; May 1936.
22. EDSON, HAROLD. *The Community Resources of Durand, Wisconsin for Use in Teaching the Social Studies*. Master's thesis. Minneapolis: University of Minnesota, 1939. 95 p. (Typewritten.)
23. EELLS, WALTER C. "What Secondary-School Pupils Think of Pupil Activities." *Clearing House* 12: 469-75; April 1938.

24. EICHEL, CHARLES G. "Experiment To Determine the Most Effective Method of Teaching Current History." *Journal of Experimental Education* 9: 37-40; September 1940.
25. EICHLER, GEORGE A. "Leadership Can Be Taught." *Clearing House* 11: 280-82; January 1937.
26. ELLWOOD, ROBERT SCOTT. "Evaluation of the Unit-Directed Study Procedure." *Social Education* 4: 266-72; April 1940.
27. ESKRIDGE, THOMAS J., JR. *Growth in Understanding of Geographic Terms in Grades IV to VII*. Research Studies in Education, No. 4. Durham, N. C.: Duke University, 1939. 68 p.
28. FAHRNEY, RALPH R. *A Comparison of the Effectiveness for Learning of the Lecture-Quiz Technique with the Classroom-Discussion Technique in a Freshman Sophomore Course in American History*. Research Report, No. 36. Cedar Falls, Iowa: Iowa State Teachers College, March 25, 1939. 6 p. (Mimeo.)
29. FARTHING, DOROTHY KIPLING. *Techniques of Appraisal of Elementary School Instruction Programs Which Conform to Newer Practices*. Doctor's thesis. Columbia, Mo.: University of Missouri, 1939. 211 p. (Typewritten.)
30. FORDELL, PAT. *A Comparison of the Unit System versus the Traditional Method of Teaching Elementary American History*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1937. 106 p. (Typewritten.)
31. FRASER, JAMES ANDERSON. *Outcomes of a Study Excursion*. Contributions to Education, No. 778. New York: Teachers College, Columbia University, 1939. 84 p.
32. FREEBURG, CHARLES WESLEY. *An Activity Basis for the High School Course in American Government*. Master's thesis. Albuquerque, N. Mex.: University of New Mexico, 1937. 108 p. (Typewritten.)
33. FURFEY, PAUL HANLY. "The Group Life of the Adolescent." *Journal of Educational Sociology* 14: 195-204; December 1940.
34. GABEL, OTTO JARVES. "The Effect of Definite versus Indefinite Quantitative Terms upon the Comprehension and Retention of Social Studies Material." *Journal of Experimental Education* 9: 177-86; December 1940.
35. GANS, ROMA. *A Study of Critical Reading Comprehension in the Intermediate Grades*. Contributions to Education, No. 811. New York: Teachers College, Columbia University, 1940. 135 p.
36. GILLETTE, ANNETTE L. "Learning and Retention." *Archives of Psychology*, Vol. 28, No. 198. New York: Columbia University, April 1936. 56 p.
37. GRANDE, HAROLD S. *An Experimental Evaluation of the Counter-Chronological Method of Teaching History*. Master's thesis. University, N. Dak.: University of North Dakota, 1938. 43 p. (Typewritten.)
38. HARPER, CHARLES A. "Why Do Children Dislike History?" *Social Education* 1: 492-94; October 1937.
39. HARRINGTON, MARJORIE V. *A Study in the Learning of the Fundamental Special Vocabulary of History through Direct Teaching*. Master's thesis. Boulder, Colo.: University of Colorado, 1939. 62 p. (Typewritten.)
40. HART, INEZ RENA. *A Survey of Experiments in Teaching the Social Studies*. Master's thesis. Washington, D. C.: George Washington University, 1939. 66 p. (Typewritten.)
41. HARTWIG, CAROLINE E. E. *The Integration of Missouri History and American History for the Senior High Schools of Missouri*. Doctor's thesis. Columbia, Mo.: University of Missouri, 1938. 158 p. (Printed as Special Bulletin of the Secondary School Series, Department of Education, State of Missouri, 1939. 47 p.)
42. HARVEY, C. C., and DENTON, CECIL F. "Use of Newspapers in Secondary Schools." *School Review* 46: 196-201; March 1938.
43. HEINTZELMAN, H. A. "Modern World History in the High School." *Educational Forum* 3: 317-22; March 1939.
44. HEISE, BRYAN. *Changes in Attitudes, Information and Conduct Produced in Children by Twelve Weeks of Instruction and Practice in Cooperation*. Doctor's thesis. Ann Arbor, Mich.: University of Michigan, 1937. 220 p. (Typewritten.)
45. HOCKETT, JOHN A. "Curriculum Investigations: Social Studies." *Review of Educational Research* 7: 165-71, 219-22; April 1937.
46. HODGKINS, GEORGE W. *A Guide to Newer Methods in Teaching the Social Studies*. Bulletin No. 7. Cambridge, Mass.: National Council for the Social Studies, 1936. 75 p.
47. HORN, ERNEST. *Methods of Instruction in the Social Studies*. Report of the Commission on the Social Studies, American Historical Association, Part XV. New York: Charles Scribner's Sons, 1937. 523 p.



48. JAMISON, ROY S. *Historical Fiction as an Aid in the Development of Superior Attitude and Achievement in American History*. Master's thesis. State College, Pa.: Pennsylvania State College, 1935. 41 p. (Typewritten.)
49. JENSEN, ALMA M. "On Trial—A Regional Program in Minnesota." *Social Education* 3: 554-60; November 1939.
50. JERSILD, ARTHUR T., and OTHERS. "An Evaluation of Aspects of the Activity Program in the New York City Public Elementary Schools." *Journal of Experimental Education* 8: 166-207; December 1939.
51. JONES, CATHERINE HELEN. *Teaching History in the Junior High School*. Master's thesis. Emporia, Kans.: Kansas State Teachers College, 1939. 151 p. (Typewritten.)
52. KARRICK, AIMEE S. *The Relationship between Reading Ability and Progress Made in the Ninth-Grade Social Studies*. Master's thesis. Denver, Colo.: University of Denver, 1938. 49 p. (Typewritten.)
53. KEIR, CLARINDA G. *The Relative Order of Difficulty of Four Types of Skimming in the Intermediate Grades*. Master's thesis. Boston: Boston University, 1939. 37 p. (Typewritten.)
54. KEPNER, TYLER. "History Reading Groups in the Library." *Wilson Bulletin* 10: 507-11, 549; April 1936.
55. KILLINS, DORIS E. *A Study of the Concepts Obtained by Sixth-Grade Children from Reading a Given Section of Geographic Material*. Master's thesis. Iowa City: University of Iowa, 1939. 187 p. (Typewritten.)
56. LEVI, ISABELLE J. "Are High School Students Becoming More News-Conscious?" *Educational Forum* 3: 329-33; March 1939.
57. LITTLE, HORACE WILSON. *Analysis of the Trends in the Organization of the Social Studies for the Intermediate Grades*. Master's thesis. Austin, Texas: University of Texas, 1938. 139 p. (Typewritten.)
58. LODER, JAMES EDWIN. "A Study of Aural Learning with and without the Speaker Present." *Journal of Experimental Education* 6: 46-60; September 1937.
59. LOHMEYER, DONNASUE, and OJEMANN, RALPH H. "The Effectiveness of Selected Methods of Radio Education at the School Level." *Journal of Experimental Education* 9: 115-20; December 1940.
60. LORD, FRANCIS EVERETTE. "A Study of Spatial Orientation of Children." *Journal of Educational Research* 34: 481-505; March 1941.
61. MCKINNON, NETTIE J., and BURTON, WILLIAM H. "An Evaluation of Certain Study Procedures in History." *Elementary School Journal* 40: 371-79; January 1940.
62. MCLEESE, MARY J. *An Analysis of the Map Concepts Used in a Fifth-Grade Unit in Geography*. Master's thesis. Iowa City: University of Iowa, 1939. 82 p. (Typewritten.)
63. MAIER, JOHN V. "Integration Wins in Wilson Junior High 2-Year Test." *Clearing House* 13: 3-8; September 1938.
64. MASON, ELDON W. "The World Outside." *Social Education* 1: 173-76; March 1937.
65. MEAD, VERA OLBERT. *Provisions in Workbooks in History for the Development of Certain Abilities*. Master's thesis. Chicago: University of Chicago, 1938. 80 p. (Typewritten.)
66. MEAD, VERA OLBERT. "What Abilities Are Stressed in Workbooks in History?" *School Review* 47: 284-89; April 1939.
67. MEASAMER, MURRY BRYANT. *Factors Associated with Success and Failure in Learning the Social Studies*. Doctor's thesis. Nashville, Tenn.: George Peabody College for Teachers, 1940. 103 p.
68. MEIGHEN, MARY, and BARTH, ETHEL. "Geographic Material in Third-Grade Readers." *Elementary English Review* 15: 299-301; December 1938.
69. MEYER, FRANK ALBERT. *Methods of Teaching Current Events in the Junior High Schools of Michigan*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1939. 83 p. (Typewritten.)
70. MILLER, JOHN W. *The Interrelationships between Attitude toward Subject and Teacher, and Achievement in Junior High School History*. Master's thesis. Lafayette, Ind.: Purdue University, 1938. 29 p. (Typewritten.)
71. MORRIS, ROBERT C. *A Study of the Comparative Effectiveness of the Biographical Method and the Topical Method of Approach in Teaching United States History*. Master's thesis. State College, Pa.: Pennsylvania State College, 1939. 26 p. (Typewritten.)

72. MOTTER, GEORGE A. *A Comparative Study of the Results Obtained from Teaching Social Science by the Workbook Method and the Discussion Method*. Master's thesis. Oxford, Ohio: Miami University, 1938. 98 p. (Typewritten.)
73. NATIONAL COUNCIL FOR GEOGRAPHY TEACHERS, TESTING COMMITTEE. "Fourth Grade Geography Test." *Journal of Geography* 39: 269-73; October 1940.
74. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. "Improving Social Studies Instruction." *Research Bulletin* 15: 187-258; November 1937.
75. NOE, ROBERT. *A Study of Available Excursions in Bucks County for the Teaching of American History and Economic Civics*. Master's thesis. Philadelphia: Temple University, 1937. 85 p. (Typewritten.)
76. NOEL, MINNIE HODGSON. *The Effects of Systematic Training in Locating Information*. Master's thesis. Chicago: University of Chicago, 1937. 58 p. (Typewritten.)
77. OSBORN, WAYLAND WAYNE. *An Experiment in Teaching Resistance to Propaganda*. Doctor's thesis. Iowa City: University of Iowa, 1939. 415 p. (Typewritten.)
78. PARK, JOE, and STEPHENSON, RUTH. "A Teaching Experiment with Visual Aids." *Education* 58: 498-500; April 1938.
79. PETERS, MRS. FLORENCE M. *Are Visual Aids and Other Enriched Materials Superior to the Textbook Method in Teaching Geography?* Master's thesis. Baton Rouge, La.: Louisiana State University, 1938. 85 p. (Typewritten.)
80. PHILLIPS, BURR W. "Investigations in the Field of Methods." *The Contribution of Research to the Teaching of the Social Studies*. Eighth Yearbook. Cambridge, Mass.: National Council for the Social Studies, 1937. Chapter 3, p. 44-74.
81. PHIPPS, WILLIAM RODGERS. *An Experimental Study in Developing History Reading Ability with Sixth Grade Children through Development of History Vocabulary*. Studies in Education, No. 28. Baltimore: Johns Hopkins Press, 1940. 73 p.
82. PRATT, GEORGE THOMAS. *A Study of the Teaching of the Social Studies in the Public White High Schools of the Eastern Shore of Maryland*. Master's thesis. Durham, N. C.: Duke University, 1940. 90 p. (Typewritten.)
83. PRICE, ROY A. *The Use of Activities in Social Studies: A Critical Study of the Effectiveness of Fifty-Two Pupil Activities as Judged by Teachers and Students*. Doctor's thesis. Cambridge, Mass.: Harvard University, 1938. 306 p. (Typewritten.)
84. PROGRESSIVE EDUCATION ASSOCIATION, COMMITTEE ON EVALUATION OF NEW PRACTICES IN EDUCATION. *New Methods vs. Old in American Education*. New York: Teachers College, Columbia University, 1941. 56 p.
85. QUIGLEY, FRANCES C. *Reading Difficulties of a Science and Social Studies Textbook for Grade Five*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1939. 115 p. (Typewritten.)
86. RACKLEY, JOHN R. "The Relationship of the Study of History to Student Attitudes." *Journal of Experimental Education* 9: 34-36; September 1940.
87. RAMSEY, GERTRUDE MAY. *An Experimental Study of Reading Difficulty in Geography*. Master's thesis. Pittsburgh: University of Pittsburgh, 1939. 48 p. (Typewritten.)
88. RAMSEYER, LLOYD LOUIS. *A Study of the Influence of Documentary Films on Social Attitudes*. Doctor's thesis. Columbus: Ohio State University, 1938. 209 p. (Typewritten.)
89. RATHS, LOUIS E. "Some Evaluations of the Field Trip." *Educational Research Bulletin* 17: 189-208; October 1938.
90. REAVIS, REBECCA. *A Study of Children's Thought Processes in Geography*. Master's thesis. Durham, N. C.: Duke University, 1940. 132 p. (Typewritten.)
91. REED, KATHARINE. *A Professionalized Study of the Teaching of History in the Elementary School*. Master's thesis. Knoxville, Tenn.: University of Tennessee, 1937. 194 p. (Typewritten.)
92. REPASS, FRANCES C. "An Experiment in Teaching Current Geography." *Journal of Geography* 36: 321-24; November 1937.
93. RITTER, OLIVF PEARL. *Repetition, Spread, and Meanings of Unusual, Difficult, and Technical Terms in Fourth Grade Geography Texts*. Doctor's thesis. Iowa City: University of Iowa, 1941. 262 p. (Typewritten.)
94. ROBB, EUGENE K. *An Experimental Study of the Results of the Direct and the Incidental Methods of Instruction in Character Education*. Studies in Education, No. 11. State College, Pa.: Pennsylvania State College, 1935. 82 p.
95. ROBINSON, THOMAS EDMOND. *Reading Difficulty of History Textbooks*. Doctor's thesis. New Brunswick, N. J.: Rutgers University, 1940. 163 p. (Typewritten.)

96. SPRADLIN, SIMON B. *Studies in the History of History Teaching*. Doctor's thesis. Norman, Okla.: University of Oklahoma, 1936. 140 p. (Typewritten.)
97. STRAYER, GEORGE D., director. *The Report of a Survey of the Public Schools of Pittsburgh, Pennsylvania*. New York: Teachers College, Columbia University, 1940. p. 70-100.
98. STROBEL, NELLE L. *A Comparative Study of the Written English in Composition Classes with the English in Written Work in the Social Studies*. Master's thesis. Terre Haute, Ind.: Indiana State Teachers College, 1936. 46 p. (Typewritten.)
99. TAYLOR, DORIS L. *A Study of the Radio as a Teaching Instrument in the Social Studies in Secondary Schools*. Master's thesis. Durham, N. C.: Duke University, 1939. 131 p. (Typewritten.)
100. THOMPSON, BETTY J. *The Effectiveness of Drill on Basic Study Skills in American History*. Master's thesis. Iowa City: University of Iowa, 1936. 84 p. (Typewritten.)
101. TRACY, ELSIE H. *The Effectiveness of Three Methods of Teaching Social Studies on the Development of Pupil Personality*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1938. 111 p. (Typewritten.)
102. TRAISTER, HAROLD W. *The Effect of Adjustment of Materials on Pupil Accomplishment in History in the Middle Grades*. Doctor's thesis. Pittsburgh: University of Pittsburgh, 1939. 123 p. (Typewritten.)
103. TRYON, ROLLA M. "The Development and Appraisal of Workbooks in the Social Sciences." *School Review* 46: 17-31; January 1938.
104. TYLER, I. KEITH. *Spelling as a Secondary Learning*. Contributions to Education, No. 781. New York: Teachers College, Columbia University, 1939. 116 p.
105. WADDLE, THELMA IRENE. *The Use of Stereographs in Fifth Grade Geography Instruction*. Master's thesis. Pittsburgh: University of Pittsburgh, 1937. 165 p. (Typewritten.)
106. WALLACE, CLARA M. *Comprehension of Geographic Textbooks by Fourth Grade Children*. Doctor's thesis. Iowa City: University of Iowa, 1941. 983 p. (3 vols.) (Typewritten.)
107. WARREN, MARY FRANCES. *Relative Values in the Use of the Workbook and the Notebook in the Teaching of American History*. Master's thesis. Greeley, Colo.: Colorado State College of Education, 1937. 119 p. (Typewritten.)
108. WIEDEFELD, MARY THERESA. *An Experimental Study in Developing History Reading Readiness with Fourth Grade Children*. Doctor's thesis. Baltimore: Johns Hopkins University, 1937. 132 p. (Typewritten.)
109. WILBER, LEON A. *The Relation of Knowledge of Facts to Power*. Doctor's thesis. Ann Arbor, Mich.: University of Michigan, 1939. 393 p. (Typewritten.)
110. WILSON, ALMA J. *A Comparison of Two Methods of Teaching History*. Master's thesis. Hampton, Va.: Hampton Institute, 1937. 79 p.
111. WILSON, HOWARD E. *Education for Citizenship*. Report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. New York: McGraw-Hill Book Co., 1938. 272 p.
112. WILSON, HOWARD E., and MURRA, WILBUR F. "Contributions of Research to Special Methods: The Social Studies." *The Scientific Movement in Education*. Thirty-Seventh Yearbook, Part II, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1938. Chapter 12, p. 147-60.
113. WILSON, HOWARD E., and OTHERS. "Social Studies." *Review of Educational Research* 7: 510-18, 568-71; December 1937. 8: 67-73, 98-100; February 1938.
114. WISE, GERTRUDE E. *Do Formal Instructions in How to Read Maps Result in Improved Ability?* Master's thesis. Albany: State College for Teachers, 1938. 24 p. (Typewritten.)
115. WISE, HARRY ARTHUR. *Motion Pictures as an Aid in Teaching American History*. New Haven, Conn.: Yale University Press, 1939. 187 p.
116. WRIGHTSTONE, J. WAYNE. "Growth in Reading Maps and Graphs and Locating Items in Reference Books." *School Review* 47: 759-66; December 1939.
117. WRIGHTSTONE, J. WAYNE, and OTHERS. "Measuring Intellectual and Dynamic Factors in Activity and Control Schools in New York City." *Teachers College Record* 40: 237-44; December 1938.
118. ZEMBRODT, SISTER MAY CLETA. *A Comparative Study between Two Methods in the Teaching of Geography*. Master's thesis. South Bend, Ind.: University of Notre Dame, 1939. 117 p. (Typewritten.)

## CHAPTER IV

### School and Community Life in the Social Studies Program<sup>1</sup>

HOWARD E. WILSON

THE SOCIAL STUDIES PROGRAM, in increasing measure, has to be assayed in its relation to school life and to the social process in the immediate community. Pugh (42) summarized the thesis that education for citizenship demands citizenship within education. The whole area of school and community living as a phase of social education is relatively new, and the research data bearing on it are not numerous. The technics of sociology, to say nothing of educational sociology, are in a pioneer stage of development.

#### School and Community

The conclusions and materials suggested in Chapter I of this report indicate the changed concept of community and the increased consciousness of the community process now held in American scholarship. Everett and a group of associates (17) reported on the work and plans of specific school systems which have sought to adjust themselves directly and more adequately to the particular characteristics of the communities in which they are situated. Taking the position that the community is a prime influence on the formation of personalities and that the school should analyze its community in order to do its own task effectively and intelligently, Brunner (8) offered specific suggestions on "how to study a community." Cook (12) analyzed with insight the community backgrounds of education. Thorndike (48) presented a "yardstick" for the analysis of community welfare and status. Colcord (11), for the Russell Sage Foundation, prepared a thoroughly useful handbook for school officers on community study, as did also the Georgia State Department of Education (19). Clark, Seay, and Nutter (9) issued a preliminary report on an extensive project involving school study of community problems in housing and nutrition, indicating the marked influence an alert and well-focused school program may have on community welfare. The same indication is found in the report on promising practices in civic education issued by the Educational Policies Commission (37). But the common neglect by schools of immediate and pressing community practices and problems is indicated in the report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York (53).

Field (18) described the close relationship between a school and an underprivileged urban neighborhood in carrying out reforms in local housing, recreation, and cultural activities. Kane and Kleinfelter (27) reported on successful experience in guiding pupils' study and observation of local social agencies. Adkins (1) described the work of a high-school student council to give support to community projects and secure

<sup>1</sup> Bibliography for this chapter begins on page 463.

community support for its own projects. Stabler (47) described a comprehensive community survey carried out by school pupils. Michener (34) reported on a group of thirteen projects in which school pupils in social studies classes participated actively in community surveys and in projects for direct community improvement. In Chapter II of this volume are additional reports on aspects of community study as developed through the use of field trips and excursions.

A major factor in the relations of school and community in the use of community living for the ends of civic education is the teacher's position in and knowledge of the community in which he teaches. In a Regents' Inquiry (53) a rather limited participation of social studies teachers in community affairs was reported. In 1939 Cook and Almack (12) reported on the participation in community life of 2,870 teachers in Ohio; their data have since been incorporated in a wider study by Greenhoe (21). In her study she dealt by questionnaire and case study with a national sample of 9,122 public-school teachers. She reported that teacher mobility is "best described by the phrase 'limited circulation'"; that conduct codes for teachers "vary by localities, are stronger in smaller communities than in large cities, are more rigid for women than for men, and are everywhere undergoing liberalization as a result of urbanization"; and that "the picture of teachers as officers or sponsors in community organizations is not impressive. The highest amount of leadership displayed is found in church activities. . . ."

### School Life and Civic Education

The school society is made up of a wide variety of subgroups, and the vitality of that society is measured largely by the vigor and health of the groups which compose it. Lewin and his associates at Iowa (29, 30, 31) have thrown significant light on the characteristics and educational possibilities inherent in these school groupings. Using elaborate rating scales based on concealed observation of groups or clubs of young people, Lewin's collaborators found that so-called "democratic groups" (groups in which leaders work cooperatively with followers in the pursuit of commonly established goals) are likely to be socially stronger, with less bickering and disruption, and with higher achievement in actual performance than are "authoritarian" groups. The findings, based on analysis of group functioning in its total pattern, seem applicable alike to classroom groups, student clubs and associations, and student government organizations. In a study of various methods of teaching social studies, Tracy (49) reported better personal adjustments and higher achievement for pupils in democratically organized groups; students of Remmers (44) reported similar values for pupils participating cooperatively in student government. Anderson (4) reported superior personal growth and adjustment for kindergarten children in play groups relatively democratic in character.

A considerable body of literature is available dealing with forms and procedures of student government, but detailed and thorough research is



not extensive. Anderson (3) urged that student government forms and structures parallel those of local, state, and national governmental institutions. Altschul (2) was of the opinion that student participation in school management, even in the elementary school, is conducive to character building. Van Til (50) reported favorably on a situation in which a student council wrestled with the problem of a deficit in student finances. Pederson (39) described the successful practice of a student council in launching and managing a noon-hour recreation plan. Morrill (36) reported a higher percent of pupil votes cast in school elections managed on a party-competition basis. Pitkin (41) urged exchange visits among the councils of various schools. Baker (6) reported the status of student councils in the schools of Illinois, and Grove (22) reported favorably on their values and the extent of their use in the schools of Michigan.

Eells (15) reported on the attitudes of secondary-school pupils toward the number of student clubs, participation in them, and their importance in school life. Keifer (28) presented the reaction of some nine hundred junior high-school pupils to the school-club programs they had experienced. White (52) described the extracurriculum program existing in Chicago schools, and Briggs (7) reported on the organized student activities of one hundred representative state teachers colleges. Pierce (40) analyzed the activities carried on in one high school, and Gibbons (20) detailed the procedures and achievements of a secondary-school international relations club. The report on civic education of the Educational Policies Commission (37) presented a series of promising practices in the entire area of pupil participation in school life.

A procedure based upon analysis of membership, officers, sponsors, club histories, and direct observations was suggested by Smith (46) for appraising school clubs. Zyve (55) also reported a procedure for the more precise evaluation of school activities. Paterson (38) developed a scale, based on Thurston's technic, to measure the degree of freedom and responsibility accorded to pupils in secondary schools.

In a direct appraisal of extracurriculum activities as they existed in schools in 1939 Johnston (26) suggested ten conclusions which seem to be borne out by the general literature. He reported that:

- (1) Many schools have adopted the forms of an activity program without any real understanding by teachers and pupils of the function it should perform.
- (2) We have lacked faith in the ability of pupils to plan, to make intelligent decisions, and to accept responsibility.
- (3) Participation in the extracurricular program has been limited to too few pupils both through regulations denying opportunity to pupils scholastically unsuccessful and through failure to provide for appropriate distribution.
- (4) The competitive aspects of the program have been overemphasized.
- (5) National organizations have often been promotional rather than educational.
- (6) Outside organizations have propagandized in the school.
- (7) The activity program has not been vitally related to the curriculum.
- (8) There has been no consistent effort to evaluate activities in terms of fundamental objectives.
- (9) Teacher-training institutions have failed to provide adequate experiences for prospective teachers.
- (10) Duties in relation to the activity program have not received adequate recognition in planning the teacher's load.

### Out-of-School Youth Organizations and the Schools

Sayre (45) has shown the striking similarity in objectives of civic training in the schools and of such organizations as Hi-Y Clubs, Future Farmers, Boy Scouts and Girl Scouts, Girl Reserves, Camp Fire Girls, and church youth groups. There is ample evidence of the need for coordination of the efforts of these groups and of the schools if the civic aims of the social studies program in the schools are to be realized. Monson and Douglass (35) studied the school records and ratings of paired groups of Boy Scouts and non-Scouts. Scouts made somewhat better school marks, were absent fewer days, participated more extensively in school activities, were more likely to be leaders, had fewer juvenile court records, but had no better "citizenship marks" in school. Marble (32) reported with favor on the work of the Boys' State activities carried on by the American Legion. Meyering (34) showed that behavior difficulties beset the same groups of pupils in summer camps as in formal schools. Cline (10) suggested the possibilities in civic education which could be developed by collaboration of schools and the youth hostel movement.

### The Training of Leaders

The quality of leadership is critical to a healthy school society as well as to the adult world. Hunt (24) described the need and the problems of educating leaders for a democracy. Hollingworth (23) summarized "what we know about the early selection and training of leaders," giving special attention to high intelligence as a quality of leadership. Zeleny (54) reported a study made to determine the characteristics of leaders in discussion groups; in these groups leadership was positively related to "group participation, knowledge, intelligence, and likeableness." Reals (43) analyzed the home and family background of thirty-seven equated pairs of leaders and nonleaders; he concluded that leaders are more likely to come from favored homes. Hunter and Jordan (25) analyzed leaders and nonleaders on a southern college campus and found many factors related to their status.

"Leadership can be taught," at least in part; this was Eichler's (16) conclusion, based upon four experiments with high-school groups in each of which one group was given instruction in leadership and an equated group was not so taught. White (51) reported a successful class for leaders studying the problems of leadership in school affairs at the high-school level. Atkinson (5) described favorably a class for potential members of a student council. Courtenay (14) emphasized the importance of leadership training in the program of social education by indicating that school leadership tends to persist in later life. She analyzed the college careers and community records of one hundred paired girls who had graduated from one high school between 1922 and 1934 and found a marked perseverance of the activities and qualities of leadership.

### Bibliography

1. ADKINS, EDWIN P. "A Student Council Takes to the Community." *Clearing House* 15: 138-40; November 1940.
2. ALTSCHUL, HELEN. "The Citizenship Council as a Means of Character Building." *Educational Method* 20: 191-95; January 1941.
3. ANDERSON, GRACE M. "Practical Experiments in Student Government." *Social Education* 2: 627-29; December 1938.
4. ANDERSON, HAROLD H. "Domination and Social Integration in the Behavior of Kindergarten Children in an Experimental Play Situation." *Journal of Experimental Education* 8: 123-31; December 1939.
5. ATKINSON, W. N. "Our Special Social-Studies Class for the Student Council." *Clearing House* 13: 342-44; February 1939.
6. BAKER, GENEVA E. "Student Councils in Illinois." *School Review* 48: 771-80; December 1940.
7. BRIGGS, EUGENE S. "Extra Class Activities Offered in State Teachers Colleges." *Education* 58: 307-11; January 1938.
8. BRUNNER, EDMUND DE S. "How To Study a Community." *Teachers College Record* 42: 483-92; March 1941.
9. CLARK, HAROLD F.; SEAY, MAURICE F.; and NUTTER, H. E. "Community Experiments in Kentucky and Florida." *Educational Method* 20: 274-80; March 1941.
10. CLINE, JUSTIN I. "Youth Hosteling: Social Travel toward Democracy." *Educational Method* 20: 251-56; February 1941.
11. COLCORD, JOANNA C. *Your Community*. New York: Russell Sage Foundation, 1939. 249 p.
12. COOK, LLOYD A. *Community Backgrounds of Education*. New York: McGraw-Hill Book Co., 1938. 397 p.
13. COOK, LLOYD A., and ALMACK, RONALD B. "The Community Participation of Two Thousand Eight Hundred Seventy Ohio Teachers." *Educational Administration and Supervision* 25: 107-19; February 1939.
14. COURTENAY, MARY ETHEL. "The Persistence of Leadership." *School Review* 46: 97-107; February 1938.
15. EELLS, WALTER C. "What Secondary-School Pupils Think of Pupil Activities." *Clearing House* 12: 469-75; April 1938.
16. EICHLER, GEORGE A. "Leadership Can Be Taught." *Clearing House* 11: 280-82; January 1937.
17. EVERETT, SAMUEL. *The Community School*. New York: D. Appleton-Century Co., 1938. 487 p.
18. FIELDS, HAROLD. "Co-Operating in Citizenship." *Social Education* 1: 11-15; January 1937.
19. GEORGIA STATE DEPARTMENT OF EDUCATION. *The Community as a Source of Materials of Instruction*. Revised edition. Atlanta: the Department, 1938. 80 p.
20. GIBBONS, ALICE N. "An International-Relations Club." *Social Education* 1: 398-400; September 1937.
21. GREENHOE, FLORENCE. *Community Contacts and Participation of Teachers*. Washington, D. C.: American Council on Public Affairs, 1941. 91 p.
22. GROVE, ISAAC E. *A Study of the Value and Uses of Pupil Participation in Self-Government in Approved Michigan High Schools*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1940. 51 p.
23. HOLLINGWORTH, LETA S. "What We Know about the Early Selection and Training of Leaders." *Teachers College Record* 40: 575-92; April 1939.
24. HUNT, ERLING M. "Educating Leaders for Democracy." *Social Education* 2: 541-44; November 1938.
25. HUNTER, ELWOOD C., and JORDAN, A. M. "An Analysis of Qualities Associated with Leadership among College Students." *Journal of Educational Psychology* 30: 497-509; October 1939.
26. JOHNSTON, EDGAR G. "Extracurricular Activities Today." *Harvard Educational Review* 9: 346-56; May 1939.
27. KANE, I. HOWELL, and KLEINFELTER, CLAUDE B. "High School Seniors Study Their Social Agencies." *Social Education* 5: 15-17; January 1941.
28. KEIFER, JOSEPH C. "What Junior-High-School Pupils Think of Their Club Program." *Clearing House* 15: 485-87; April 1941.
29. LEWIN, KURT. "Experiments in Social Space." *Harvard Educational Review* 9: 21-32; January 1939.

30. LEWIN, KURT; LIPPITT, RONALD; and ESCALONA, SIBYLLE K. *Studies in Topological and Vector Psychology I. Studies in Child Welfare*, Vol. 16, No. 3, New Series No. 380. Iowa City: University of Iowa, 1940. 307 p.
31. LEWIN, KURT; LIPPITT, RONALD; and WHITE, R. K. "Patterns of Aggressive Behavior in Experimentally Created Social Climates." *Journal of Social Psychology* 10: 271-99; August 1939.
32. MARBLE, SAMUEL D. "A Citizenship Laboratory for Youth." *Social Education* 4: 262-65; April 1940.
33. MEYERING, HARRY R. *An Analysis of Behavior Problems Emerging from a Camping Situation*. Doctor's thesis. Ann Arbor, Mich.: University of Michigan, 1937. 124 p.
34. MICHENER, JAMES A. "Participation in Community Surveys as Social Education." *Utilization of Community Resources in the Social Studies*. Ninth Yearbook. Cambridge, Mass.: National Council for the Social Studies, 1938. p. 144-63.
35. MONSON, ALBERT R., and DOUGLASS, HARL R. "A Comparison of School Records and Ratings of Boy Scouts and Non-Scouts." *School Review* 45: 764-68; December 1937.
36. MORRILL, RADCLIFFE. "Party Politics: Junior-High Class Elections." *Clearing House* 15: 422-24; March 1941.
37. NATIONAL EDUCATION ASSOCIATION and AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, EDUCATIONAL POLICIES COMMISSION. *Learning the Ways of Democracy*. Washington, D. C.: the Commission, 1940. 486 p.
38. PATERSON, HUGH. *A Scale To Measure the Degree of Freedom and Responsibility Accorded Pupils in Secondary Schools*. Master's thesis. Stanford University, Calif.: Stanford University, 1938. 123 p.
39. PEDERSON, KENNETH L. "Student Council Launches Noon-Hour Recreation Plan." *Clearing House* 14: 100-102; October 1939.
40. PIERCE, PAUL R. "Reorganizing Extra-Curriculum Activities." *School Review* 46: 118-27; February 1938.
41. PITKIN, VICTOR E. "The School Council Goes Visiting." *Social Education* 4: 115; February 1940.
42. PUGH, JESSE J. *Civic Education from the Standpoint of Democracy*. Doctor's thesis. Columbus: Ohio State University, 1937. 179 p.
43. REALS, WILLIS H. "Leadership in the High School." *School Review* 46: 523-31; September 1938.
44. REMMERS, HERMANN H., editor. *Further Studies in Attitudes, Series II*. Bulletin, Vol. 37, No. 4, Studies in Higher Education, No. 31. Lafayette, Ind.: Purdue University, 1936. 298 p.
45. SAYRE, HARRISON M. *Dynamic Democracy*. Columbus: American Education Press, 1941. 64 p.
46. SMITH, MRS. ENID S. "A Procedure for Appraising Clubs." *School Review* 48: 108-18; February 1940.
47. STABLER, DEWEY A. "An Experiment in Community Co-Ordination." *School Review* 48: 588-91; October 1940.
48. THORNDIKE, EDWARD L. *Your City*. New York: Harcourt, Brace and Co., 1939. 204 p.
49. TRACY, ELSIE. *The Effectiveness of Three Methods of Teaching Social Studies on the Development of Pupil Personality*. Master's thesis. Ann Arbor, Mich.: University of Michigan, 1937. 111 p.
50. VAN TIL, WILLIAM A. "School Council." *Clearing House* 13: 524-26; April 1939.
51. WHITE, ROBERT, JR. "A Class in Leadership." *School Review* 46: 448-52; June 1938.
52. WHITE, ROBERT, JR. "The Extra-Curriculum in the Public High Schools of Chicago." *School Review* 45: 112-22; February 1937.
53. WILSON, HOWARD E. *Education for Citizenship*. Report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. New York: McGraw-Hill Book Co., 1938. 272 p.
54. ZELENY, LESLIE D. "Characteristics of Group Leaders." *Sociology and Social Research* 24: 140-49; November 1939.
55. ZYVE, MRS. CLAIRE T. "A Suggestion for Evaluating School Activities." *Teachers College Record* 38: 648-59; May 1937.

## CHAPTER V

### Evaluation and Appraisal in the Social Studies<sup>1</sup>

HOWARD R. ANDERSON<sup>2</sup>

THE KINDS of evaluation instruments needed depend upon the kinds of changes schools wish to facilitate in pupils. The Educational Policies Commission (48) and the Evaluation Staff of the Progressive Education Association (51: 337) recently have made clear-cut statements about the nature of general objectives. The latter classification included (a) attitudes, (b) thinking, (c) work habits and study skills, (d) interests, (e) appreciations, (f) functional information, (g) social and emotional adjustment, (h) creativity, (i) physical health, and (j) a functioning personal philosophy.

The discussion in Chapter I of this issue suggests that the social studies contribute to all the objectives just listed for general education, but especially to the first six and the last named. Because of the close relationship between objectives and lines of evaluation in a given field, the helpful treatment of the latter in the fourteenth yearbook (46: 320-40) and in *The Social Studies in General Education* (51: 342-76) serves to illuminate the former. The same point can be made about the descriptions by Spaulding (63: 18-120) and Wilson (71: 17-107) of evaluation procedures and results in the Regents' Inquiry. A functional analysis of how the social studies contribute to general education reveals much that is valuable but less that is unique. That perhaps is one reason why Lee (39) and Rath (22: 61), among others, argued that the areas in which measurements are made should cut across subject fields.

#### Developing Evaluation Instruments

Many social studies teachers who subscribe to forward-looking classifications of objectives never make a systematic effort to evaluate the hoped-for outcomes. Their inertia may be the result of one or more causes: (a) failure to make use of other than paper-and-pencil tests; (b) failure to develop a variety of paper-and-pencil tests; (c) failure to use published tests; and (d) failure to develop technical competence in test construction.

*Utility of other than paper-and-pencil tests*—Jones (37) described seventeen approaches for evaluating the results of a field trip. The REVIEW OF EDUCATIONAL RESEARCH for December 1939 (28) discussed direct observation as a research method, as well as the case method, the interview, the questionnaire, school and community surveys, rating scales, score-cards, and checklists. Interviewers employing a carefully prepared schedule

<sup>1</sup> Bibliography for this chapter begins on page 469.

<sup>2</sup> The author acknowledges the help of Harriet C. Stull, graduate assistant at Cornell University, in the preparation of this paper.



secured the data used by Bell (9) in writing *Youth Tell Their Story*. Spence (64) described a controlled observation technic as well as a way for assigning qualitative ratings to anecdotal records. Harless (31) suggested how to use observation records of behavior; Eberhart (20), how to use a questionnaire for evaluating certain outcomes of extensive reading.

*Paper-and-pencil tests*—Tests are used extensively in evaluating (a) attitudes, (b) powers of critical thinking, (c) work habits and skills, and (d) mastery of functional information. Scates (59: 523-26), in discussing the improvement of classroom testing, considered the relation of testing to teaching and the broadened conception of educational objectives, and reviewed the evaluation instruments used in the Eight Year Study. These were also described by Rath (22: 60-79), Tyler (46: 320-40), and others (51: 350-76). Jersild and others (35) discussed the evaluation of an activity program in certain New York City elementary schools. They used a variety of observational procedures as well as more formal tests. Ruch and Orata (28: 521-23), writing in the December 1939 issue of the REVIEW, were somewhat critical of claims made for "evaluation" as contrasted with "measurement." Developments in the testing of attitudes have been reported in various cycles of the REVIEW by Watson (68: 259-72; 66: 276-81), Upshall (66: 298-302), and Traxler (67: 68-71). Not all these studies relate directly to the teaching of social studies in the schools but they, as well as those edited by Remmers (54), have served to acquaint social studies teachers with technics in this field of evaluation. The teacher also might read to advantage the discussion of attitude testing by Bird (10: 142-228). Irwin (33) reported a scale which, by using stereotyped phrases, tended to measure proneness to emotional stereotypy.

The Evaluation Staff of the Progressive Education Association has played a leading role in developing tests to measure aspects of critical thinking (46: 320-40; 22: 60-79; 51: 350-76; 21: 24). Arnold (6) reported using a test in the fifth and sixth grades to measure the ability of pupils to make intelligent use of data. Cook and Koeninger (15) used a similar type of test, among others, in evaluating the outcomes of a college course in sociology. Published tests are being widely used for the testing of basic skills. Wrightstone (75: 207-39) reviewed research in this and other types of objective testing in the Eighth Yearbook of the National Council for the Social Studies, and elsewhere made practical suggestions for testing reading comprehension (74: 369-85) and for using skills tests in the elementary grades (72: 163-64). Collins (14), Jessop (36), and Baker (7) described technics for the diagnostic testing of skills in map reading. Morse and McCune (44) have compiled a helpful collection of test exercises for measuring a wide range of skills. The National Council for the Social Studies has published collections of carefully prepared test items in American (5) and world history (4), economics (3), and American government (2) in order to help classroom teachers construct improved unit tests.

*Published tests and competence in test construction*—The construction of adequate tests requires a high degree of skill. The principles of test construction have been discussed in issues of this REVIEW (40; 69) and elsewhere (32). Ideally the social studies teacher himself should evaluate various types of published tests. But he should also refer to the information about and reviews of published tests found in the yearbooks edited by Buros (12; 13). During the last year increased emphasis has been placed on teaching democracy. In a recent volume, *Learning the Ways of Democracy* (47: 379-433), the Educational Policies Commission described evaluation procedures used by superior schools in attempting to measure this outcome. See also Chapter IV in this issue of the REVIEW.

### Improving Instruments of Appraisal

Brownell (11: 485) emphasized that classroom tests should improve study habits, lead to improved instructional practice, and promote wholesome pupil-teacher relations. Grim (29) developed a technic for measuring attitudes in which a pupil's response to paired statements revealed whether he could distinguish between conflicting points of view. Sletto (60) stressed internal consistency in the validation of personality scales, and Rundquist and Sletto (57) cited the differing responses of groups known to vary in their opinions, as evidence of validity. Corey (17) found a low correlation ( $.024 \pm .12$ ) between the professed attitude of sixty-seven college students toward cheating, as revealed on a questionnaire, and actual behavior in grading their own tests. Pugh (53) found low correlations between the professed attitudes of junior high-school pupils as revealed on scales dealing with phases of school citizenship and ratings of their actual conduct by teachers.

Watson, in the REVIEW OF EDUCATIONAL RESEARCH for June 1938 (66: 276), brought out that the validity of measures of opinions and attitudes depends on the clarity of test statements and the rapport between the examiner and those examined. Roslow, Wulfbeck, and Corby (55) reported that changes in word content or the serial order of words in questions of opinion significantly affected responses. Rundquist (56) found that in personality measures unacceptable items seem to discriminate better between groups than acceptable; Darley and McNamara (18), that students taking personality tests preferred a personal form of statement.

Suggestions for improving the reliability of grading essay questions through the use of scale samples were made by Wrightstone (73). The validation of a test for measuring ability to apply scientific principles by correlating scores on the test with performance on an essay examination was reported by Rath (23). Gans (27) found a low correlation between the scores of pupils on standardized reading tests and their performance on a test designed to measure ability in reference reading. McDowell and Anderson (42) discovered a rather low correlation (.56) between scores on a test of skills involved in outlining and actual ability to construct

an outline. Anderson (1) indicated that pupils able to answer multiple choice items correctly often were unable to supply the desired information on equivalent recall questions. Eberhart (19) constructed equivalent forms for measuring certain social values, one using pictures, the other verbal statements. Maucker (43) reported the development of two forms of an achievement test, "Understanding of Modern Society," which have been standardized in such fashion that absolute rather than relative achievements of high-school pupils can be described.

### Using Evaluation Data

The organization of this paper does not imply that the studies and evaluation instruments already reported are lacking in utility for such practical purposes as the diagnosis of pupil's difficulties and the improvement of technics and materials of instruction. Limitations of space make it impossible to cite most studies more than once and for that reason the classification tends to be arbitrary.

The use of tests in a supervisory program for the elementary grades was outlined in detail by Cook (16). Prosser (52) described the results of an attitude survey among thirty-four groups in an Ohio community and suggested how the results could be used in a reconstruction of the high-school curriculum. A study by Sargent (58) revealed that the use of emotional stereotypes in a newspaper influenced readers in the direction of the publisher's policy. Smith (61) found that the social attitudes of students more nearly resembled those of their parents than those of teachers or professors, and hence questioned whether instruction in social studies can significantly affect attitudes on basic issues. Murphy and Likert (45: 263-64) also recognized the influence of parents in shaping the attitudes of children. That instruction, by breaking down group stereotypes, can significantly change the attitudes of ninth-grade students toward vocations was reported by Bateman and Remmers (8). In another study, Williamson and Remmers (70) found that attitudes were changed in a desired direction through the use of reading material and that they tended to persist as changed after a lapse of as much as eight months. Lowdermilk (41) found that pupils who had read radio scripts dealing with "Freedom of Speech" and "Rights of Assembly" experienced a significantly greater shift in attitude favorable to those rights than did those who listened to a recording of the material played to simulate radio reception.

A detailed analysis of how the objective of social sensitivity may be evaluated by means of published tests and other procedures was provided by Harden (30). Porter (50) found that high-school seniors overwhelmingly favored democracy and opposed communism and fascism, but that they were poorly prepared to justify their choices. A study by Spitzer (65) indicated that immediate recall in the form of a test is an effective method of aiding the retention of learning. Because recall can fix erroneous concepts, he urged that tests should be promptly corrected and returned or

that pupils should correct their own papers. Sones and Stroud (62) found that when only one to three days had elapsed after original study, testing was a more efficient form of review than rereading; the reverse was true after fifteen or more days had passed.

That definite time, area, distance, and size concepts are easier to learn and remember than indefinite concepts was found by Gabel (26). Eskridge (25) studied the growth in understanding of geographic terms in Grades IV to VII and described the aspects of learning involved. Though historians and geographers were substantially agreed as to the importance of certain geographical features, Lackey (38) found that senior high-school pupils enrolled in a course in American history improved their knowledge of these features but slightly during a year of instruction. Osborn's experiment (49) in teaching resistance to propaganda seemed to indicate that an intensive course of instruction in technics did not insure immunity. He suggested long-term practice in critical thinking as a more promising approach. The discussion by Jensen (34) in Part I of the Thirty-Eighth Yearbook reviewed research relating to the grade placements of concepts, vocabulary, activities, and skills in the social studies.

Many of the studies discussed in Chapters II and III, dealing with methods and curriculum in the social studies, concern evaluation and should have been cited in this chapter had space permitted.

### Bibliography

1. ANDERSON, HOWARD R. "A Necessary Precaution in Diagnostic Testing." *School Review* 47: 515-26; September 1939.
2. ANDERSON, HOWARD R., and LINDQUIST, E. F. *Selected Test Items in American Government*. Bulletin No. 13. Washington, D. C.: National Council for the Social Studies, a department of the National Education Association, 1939. 68 p.
3. ANDERSON, HOWARD R., and LINDQUIST, E. F. *Selected Test Items in Economics*. Bulletin No. 11. Cambridge, Mass.: National Council for the Social Studies, 1939. 74 p.
4. ANDERSON, HOWARD R., and LINDQUIST, E. F. *Selected Test Items in World History*. Bulletin No. 9. Cambridge, Mass.: National Council for the Social Studies, 1938. 93 p.
5. ANDERSON, HOWARD R., and LINDQUIST, E. F. (Revised by Harry D. Berg.) *Selected Test Items in American History*. Bulletin No. 6. Washington, D. C.: National Council for the Social Studies, a department of the National Education Association, 1940. 93 p.
6. ARNOLD, DWIGHT L. "Testing Ability To Use Data in the Fifth and Sixth Grades." *Educational Research Bulletin* 17: 255-59; December 7, 1938. Columbus: Ohio State University.
7. BAKER, EMILY V. "Diagnosing Children's Ability To Use Maps." *Journal of Geography* 37: 227-31; September 1938.
8. BATEMAN, RICHARD M., and REMMERS, H. H. "Attitudes of High-School Freshmen toward Occupations of Their Choice before and after Studying the Occupations by Means of a Career Book." *Journal of Educational Psychology* 30: 657-66; December 1939.
9. BELL, HOWARD M. *Youth Tell Their Story*. Washington, D. C.: American Council on Education, 1938. 273 p.
10. BIRD, CHARLES. *Social Psychology*. New York: D. Appleton-Century Co., 1940. 564 p.
11. BROWNELL, WILLIAM A. "Some Neglected Criteria for Evaluating Classroom Tests." *Appraising the Elementary-School Program*. Sixteenth Yearbook. Washington, D. C.: Department of Elementary School Principals, National Education Association, 1937. p. 485-92.

12. BUROS, OSCAR K., editor. *The Nineteen Forty Mental Measurements Yearbook*. Highland Park, N. J.: Mental Measurements Yearbook, 1941. 674 p.
13. BUROS, OSCAR K., editor. *The Nineteen Thirty Eight Mental Measurements Yearbook*. New Brunswick, N. J.: Rutgers University Press, 1938. 415 p.
14. COLLINS, A. W. "Pupil Comprehension of Place Location Data in High School United States History." *Journal of Geography* 38: 325-29; November 1939.
15. COOK, LLOYD A., and KOENINGER, RUPERT C. "Measuring Learning Outcomes in Introductory Sociology." *Journal of Educational Sociology* 13: 208-25; December 1939.
16. COOK, WALTER W. "The Use of Tests in a Supervisory Program." *Appraising the Elementary-School Program*. Sixteenth Yearbook. Washington, D. C.: Department of Elementary School Principals, National Education Association, 1937. p. 470-78.
17. COREY, STEPHEN M. "Professed Attitudes and Actual Behavior." *Journal of Educational Psychology* 28: 271-80; April 1937.
18. DARLEY, JOHN C., and McNAMARA, WALTER J. "Factor Analysis in the Establishment of New Personality Tests." *Journal of Educational Psychology* 31: 321-34; May 1940.
19. EBERHART, JOHN C. "The Use of Pictures in the Estimation of the Seriousness of Property Offenses." *Pedagogical Seminary and Journal of Genetic Psychology* 56: 411-37; June 1940.
20. EBERHART, WILFRED. "The Teaching of Literature." *Educational Research Bulletin* 17: 1-6, 27-28; January 19, 1938. Columbus: Ohio State University.
21. EDUCATIONAL RESEARCH BULLETIN. "Evaluating Some Aspects of Proof." *Educational Research Bulletin* 17: 108-14; April 13, 1938. Columbus: Ohio State University.
22. EDUCATIONAL RECORD BULLETIN. "Evaluating the Program of Lakeshore School." *Educational Record Bulletin* 17: 60-84; March 16, 1938. Columbus: Ohio State University.
23. EDUCATIONAL RECORD BULLETIN. "Measuring the Ability To Apply Scientific Principles." *Educational Research Bulletin* 17: 86-98; April 13, 1938. Columbus: Ohio State University.
24. EDUCATIONAL RECORD BULLETIN. "Measuring the Interpretation of Data." *Educational Research Bulletin* 17: 98-107; April 13, 1938. Columbus: Ohio State University.
25. ESKRIDGE, THOMAS J., Jr. *Growth in Understanding of Geographic Terms in Grades IV to VII*. Research Studies in Education, No. 4. Durham, N. C.: Duke University Press, 1939. 68 p.
26. GABEL, OTTO J. "The Effect of Definite versus Indefinite Quantitative Terms upon the Comprehension and Retention of Social Studies Material." *Journal of Experimental Education* 9: 177-86; December 1940.
27. GANS, ROMA. *A Study of Critical Reading Comprehension in the Intermediate Grades*. Contributions to Education, No. 811. New York: Teachers College, Columbia University, 1940. 135 p.
28. GOOD, CARTER V., chairman. "Methods of Research in Education." *Review of Educational Research* 9: 472-90, 498-513, 521-27; December 1939.
29. GRIM, PAUL R. *A Technique for the Evaluation of Attitudes in the Social Studies*. Doctor's thesis. Columbus: Ohio State University, 1938. 136 p. (Typewritten.)
30. HARDEN, MARY. "Evaluating Social Sensitivity." *Teachers College Record* 42: 516-33; March 1941.
31. HARLESS, BYRON B. "Recording Social Behavior." *Social Education* 4: 160-64; March 1940.
32. HAWKES, HERBERT E., and OTHERS. *The Construction and Use of Achievement Examinations*. Boston: Houghton Mifflin Co., 1936. 497 p.
33. IRWIN, RALPH A. *The Use of Emotionally Stereotyped Phrases as a Means of Measuring Attitudes*. Doctor's thesis. Columbus: Ohio State University, 1938. 677 p. (Typewritten.)
34. JENSEN, KAI. "The Social Studies." *Child Development and the Curriculum*. Thirty-Eighth Yearbook, Part I. National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1939. Chapter 17, p. 325-60.
35. JERSILD, ARTHUR T., and OTHERS. "An Evaluation of Aspects of the Activity Program in the New York City Public Elementary Schools." *Journal of Experimental Education* 8: 166-207; December 1939.



36. JESSOP, GRACE F. "A Map for Diagnostic Purposes." *Journal of Geography* 37: 112-15; March 1938.
37. JONES, WILLIAM J. "Measuring Some Outcomes of a Field-Study Experience." *Educational Research Bulletin* 19: 31-47, 58; January 17, 1940. Columbus: Ohio State University.
38. LACKEY, EARL E. "Correlation of Geography and History in the High School." *School and Society* 49: 126-28; January 28, 1939.
39. LEE, J. MURRAY. "The Changing Curriculum Challenges Measurement." *Education* 58: 531-34; May 1938.
40. LINDQUIST, EVERETT F., and MAUCKER, WILLIAM. "Objective Achievement Test Construction." *Review of Educational Research* 5: 469-83, 513-16; December 1935.
41. LOWDERMILK, RONALD R. *Attitude Shifts from Reading and from Radio-Program Listening*. Doctor's thesis. Columbus: Ohio State University, 1939. 161 p. (Typewriting.)
42. McDOWELL, JOHN G., and ANDERSON, HOWARD R. "Testing the Ability of Pupils To Outline." *School Review* 46: 48-56; January 1938.
43. MAUCKER, JAMES WILLIAM. *Measurement and Evaluation of High School Students' Understanding of Modern Society*. Doctor's thesis. Iowa City: University of Iowa, 1940. 428 p. (Typewritten.)
44. MORSE, HORACE T., and McCUNE, GEORGE H. *Selected Items for the Testing of Study Skills*. Bulletin No. 15. Washington, D. C.: National Council for the Social Studies, a department of the National Education Association, 1940. 72 p.
45. MURPHY, GARDNER, and LIKERT, RENSIS. *Public Opinion and the Individual*. New York: Harper and Brothers, 1938. 316 p.
46. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. *The Social Studies Curriculum*. Fourteenth Yearbook. Washington, D. C.: the Department, 1936. 478 p.
47. NATIONAL EDUCATION ASSOCIATION and AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, EDUCATIONAL POLICIES COMMISSION. *Learning the Ways of Democracy*. Washington, D. C.: the Commission, 1940. 486 p.
48. NATIONAL EDUCATION ASSOCIATION and AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, EDUCATIONAL POLICIES COMMISSION. *The Purposes of Education in American Democracy*. Washington, D. C.: the Commission, 1938. 157 p.
49. OSBORN, WAYLAND W. "An Experiment in Teaching Resistance to Propaganda." *Journal of Experimental Education* 8: 1-17; September 1939.
50. PORTER, HARRY W. "How High School Seniors Feel about Communism, Fascism, and Democracy." *Social Education* 5: 110-14; February 1941.
51. PROGRESSIVE EDUCATION ASSOCIATION, COMMITTEE ON THE FUNCTION OF SOCIAL STUDIES IN GENERAL EDUCATION. *The Social Studies in General Education*. New York: D. Appleton-Century Co., 1940. 401 p.
52. PROSSER, DON D. *The Community Attitude Survey as a Factor in Re-Constructing the Secondary School Curriculum*. Doctor's thesis. Columbus: Ohio State University, 1938. 244 p. (Typewritten.)
53. PUGH, DELBERT J. *The Validation of a Technique for Measuring Certain Aspects of Civic Attitude of Ninth Grade Pupils*. Doctor's thesis. Ithaca: Cornell University, 1940. 183 p. (Typewritten.)
54. REMMERS, HERMANN H., editor. *Further Studies in Attitudes, Series III. Studies in Higher Education*, No. 34. Lafayette, Ind.: Purdue University, 1938. 151 p.
55. ROSLOW, SIDNEY; WULFECK, WALLACE H.; and CORBY, PHILIP G. "Consumer and Opinion Research." *Journal of Applied Psychology* 24: 334-46; June 1940.
56. RUNDQUIST, EDWARD A. "Form of Statement in Personality Measurement." *Journal of Educational Psychology* 31: 135-47; February 1940.
57. RUNDQUIST, EDWARD A., and SLETTO, RAYMOND F. *Personality in the Depression*. Institute of Child Welfare, Monograph Series, No. 12. Minneapolis: University of Minnesota Press, 1936. 398 p.
58. SARGENT, S. STANSFELD. "Emotional Stereotypes in the Chicago Tribune." *Sociometry* 2: 69-75; April 1939.
59. SCATES, DOUGLAS E. "The Improvement of Classroom Testing." *Review of Educational Research* 8: 523-36, 560-63; December 1938.
60. SLETTO, RAYMOND F. *Construction of Personality Scales by the Criterion of Internal Consistency*. Minneapolis: Sociological Press, 1937. 92 p.

61. SMITH, MAURICE M. "Comparative Social Attitudes." *Journal of Educational Psychology* 28: 681-93; December 1937.
62. SONE, A. MERLIN, and STROUD, J. B. "Review, with Special Reference to Temporal Position." *Journal of Educational Psychology* 31: 665-76; December 1940.
63. SPAULDING, FRANCIS T. *High School and Life*. Report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. New York: McGraw-Hill Book Co., 1938. 377 p.
64. SPENCE, RALPH B. "One Approach to the Appraisal of the Competence of High School Pupils." *Teachers College Record* 40: 507-20; March 1939.
65. SPITZER, HERBERT F. "Studies in Retention." *Journal of Educational Psychology* 30: 641-56; December 1939.
66. SYMONDS, PERCIVAL M., chairman. "Psychological Tests and Their Uses." *Review of Educational Research* 8: 276-81, 298-302; June 1938.
67. TRAXLER, ARTHUR E., chairman. "Psychological Tests and Their Uses." *Review of Educational Research* 11: 68-71; February 1941.
68. WATSON, GOODWIN. "Social Attitudes." *Review of Educational Research* 5: 259-72, 320-25; June 1935.
69. WEIDEMANN, CHARLES C., and MORRIS, BIRDEAN J. "The Essay-Type Test." *Review of Educational Research* 8: 517-22, 559-60; December 1938.
70. WILLIAMSON, A. C., and REMMERS, H. H. "Persistence of Attitudes Concerning Conservation Issues." *Journal of Experimental Education* 8: 354-61; March 1940.
71. WILSON, HOWARD E. *Education for Citizenship*. Report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. New York: McGraw-Hill Book Co., 1938. 272 p.
72. WRIGHTSTONE, J. WAYNE. *Appraisal of Newer Elementary School Practices*. New York: Teachers College, Columbia University, 1938. 221 p.
73. WRIGHTSTONE, J. WAYNE. "Are Essay Examinations Obsolete?" *Social Education* 1: 401-405; September 1937.
74. WRIGHTSTONE, J. WAYNE. "Techniques of Appraisal." *Reading in General Education*. (Edited by William S. Gray.) Washington, D. C.: American Council on Education, 1940. Chapter 10, p. 357-422.
75. WRIGHTSTONE, J. WAYNE. "Testing in the Social Studies." *The Contribution of Research to the Teaching of the Social Studies*. Eighth Yearbook. Cambridge, Mass.: National Council for the Social Studies, 1937. Chapter 9, 207-39.

## Index to This Issue

Vol. XI, No. 4, Part 2, October 1941

References are to the beginning pages of discussions, which may be intermittent.

- Academic freedom, 423
- Achievement, factors in, 449; studies, 449
- Activity education, 436, 450
- Adapting instruction to pupils, 446
- Adjustment, 437
- Adolescents, problems of, 423, 434
- Analysis of social needs, 421, 431, 459
- Appraisal, of clubs and youth organizations, 461
- Attitudes, 448, 452, 461; factors affecting, 450, 468; measurement of, 466; motion pictures and, 453; social, 423, 450, 468
- Auditory aids in education, 453
  
- Boy Scouts, 462
  
- Character, education, 450
- Cheating, 424, 467
- Citizenship education, 421, 422, 435, 459; objectives, 424
- Civic attitudes, 423
- Civilian Conservation Corps, 431
- Clubs and youth organizations, appraisal, 461
- Community and school, 438, 453, 459
- Community studies, 459
- Conservation, of resources, 435
- Consumers, education, 426, 434
- Contemporary problems, 425, 438; position of schools on, 423, 432
- Core courses, 431
- Correlation, and integration, 432
- Culture variations, 421
- Curriculum making, 438
  
- Delinquency, 447
- Democracy, 421, 422, 460; teaching, 436
- Documentary analyses, 422, 433
- Economics, understanding, 426
- Educational Policies Commission, 421
- Effectiveness of education, 446
- Environment, 459
- Essay tests, reliability, 467
- Evaluation Staff (of Progressive Education Association), 466
- Excursions, school, 453
- Extracurriculum activities, 446, 461
  
- Field trips, 439, 453; evaluation, 465
  
- Geography, achievement, 439, 469; teaching, 452; textbooks, 438
- Gifted children, 449
- Graphs, 452
- Group interaction, 462
- Guidance and counseling, 459
  
- History (as a subject), 448
- Honesty, 423, 467
- Housing, 435, 459
  
- Illiteracy, economic, 426
- Integration, 448
- International relations, 439
  
- Kindergartens, 447, 460
  
- Lag, social, 433
- Leadership, 460, 462
- Learning, 468; ability, 448; studies of, 446
- Liberalism, conservatism, 438
  
- Maps, reading of, 452, 466
- Measurement, of intangible outcomes, 466
- Methods of teaching, 446
- Modern problems, 422, 432
- Motion pictures, in schools, 453
  
- Nonschool educational agencies, 425, 462
  
- Objectives, 465
- Observation, by teachers, 465
- Orient, 424, 433
- Outcomes of education, 446, 450
- Out-of-school activities, 462
  
- Participation, in administration, by pupils, 461; in community activities, 460
- Personality measurement, validation, 467
- Pictures, 452
- Prediction, of achievement, 448; of college success, 448
- Progressive education, 450
- Propaganda, 426, 435, 450, 469
- Public relations, 459

Pupils, attitudes, 461; evaluation of subjects, 430

Radio, 435; education, 453

Reading, comprehension, 450; measurement, 466; periodicals, 423; readiness, 450; vocabulary, 450

Safety education, 432

Social adjustment and behavior, 437, 460

Social background of education, 421, 459

Social conditions and changes, 421

Social outcomes of education, 459

Social pressures on schools, 426

Social studies, achievement, 439; analysis of social conditions, 421, 459; appraisal of learning, 465; bibliography, 429; curriculum, 421, 429; direct experiences, 436, 437, 460; effectiveness, 432; function of, 421; history of, 421, 430, 447; integration, 448; measurement, 466; objectives, 424, 430, 465; teaching, 424, 429, 446; textbooks, 429, 437; understanding of concepts, 424, 448, 469

Social values, 424

Student government, 460

Student opinion, 430

Success in school, factors affecting, 448

Teachers, community expectations of, 460; out-of-school activities, 460; superior, 447

Teaching, methods of, 446

Teaching success, 447

Tests and scales, construction, 467; paper-and-pencil, 465

Textbooks, analysis, 434, 438, 451; appraisal, 451; difficulty, 437, 451

Thinking, 448

Trends, 422

Visual aids in education, 452

Vitalized teaching, 436

Vocabulary, meaning vocabulary, 469

Vocabulary burden, 450

War, in history texts, 438

Workbooks, analysis, 436, 451